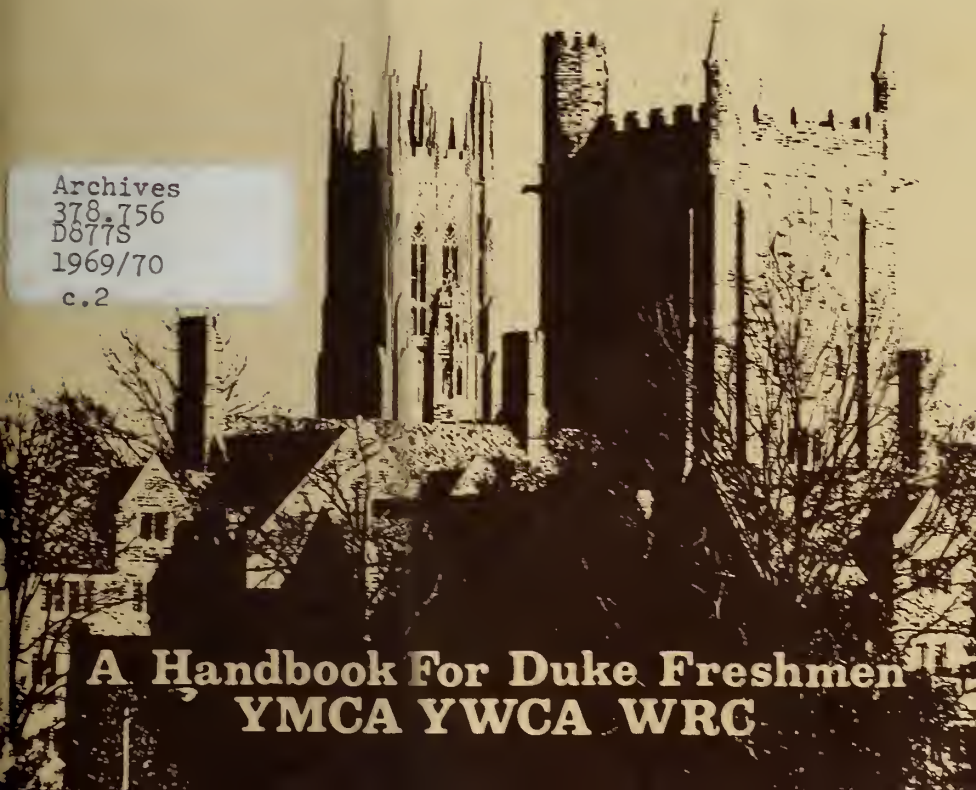
the university experience



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A Handbook For Duke Freshmen
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THE UNIVERSITY EXPERIENCE

A Handbook for Duke Freshmen

1969 - 1970

published by
Young Men's—Young Women's Christian Association
Woman's Residence Council
Box 4834, Duke Station
Durham, North Carolina 27706
Phone: 919—684—2618 and 2909

This Handbook is published by the Young Men's and Young Women's Christian Associations and the Woman's Residence Council to acquaint the Class of 1973 with the campus life, activities, and traditions of the undergraduate colleges of Duke University. It is hoped that *The University Experience* will prove valuable both before and after your arrival at Duke.

Scott Sorensen '70
Mary Whitton '72
Editors

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Litho in Durham by

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I am being driven forward
Into an unknown land.
The pass grows steeper,
The air cooler and sharper,
A wind from my unknown goal
Stirs the strings
Of expectation.

Markings
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EDITORS' INTRODUCTION

Change is probably the best word to describe your coming years at Duke—change in yourself, change in the University. If to learn is to change and learning comes through interaction with different environments, the University, really a "multiversity," offers many environments and thus a "best" opportunity to learn and grow and change.

The University Community is changing so rapidly that some of what is included in this handbook at printing may be obsolete when you arrive at Duke. The '68-'69 Academic year alone saw major changes in social rules, administration, curriculum, libraries, and student government. The section titles of this handbook represent to the editors major divisions of the life that is the "University Experience" and hence areas of potential personal change.

The activities that fill your hours—whether they be rehearsing a play, studying, picketting, leading a Scout troop, or playing bridge—will determine the environments and influences to which you expose yourself. We urge you to be open to all influences, giving many groups, ideas, and situations fair hearing. The more environments you experience, the more you can learn, and the more you can be a part of the *change* which is the University Experience 1969.

Mary Whitton
Scott Sorenson
Editors

MESSAGE FROM THE CHANCELLOR

It is my pleasure to welcome you to Duke University.

Before you leave your homes, you will have read that Dr. Douglas Maitland Knight ended his appointment as President of Duke University on June 30th. A Trustee-Faculty-Student Committee has commenced its search for a new President, and a fresh Chancellor. Finally, you may also know that the administrative leadership of Duke University rests in the hands of a Troika—the Chancellor *pro tem*, the Provost, and the Vice President for Business and Finance. All of this is also relatively unimportant.

What *is* important is both simple and spendid. You are now joining the University tradition, an old fact of life stemming from the twelfth century. If you know this society, and your knowledge may be incomplete, you are electing to be a member of a company that seeks new truth and is highly critical of old truths, and a company that attempts to teach how to do these somewhat different things. To participate freely, you must possess a certain core of widely accepted knowledge but you may flounder in too much of this. A new and flexible undergraduate curriculum will allow you to pursue your own interests and to develop your own talents. You must be in some part a conformist and in great part a reformist, and this proper and delicate balance is the measure of the University educated mind. You do your part and we shall do our part.

Barnes Woodhall, M.D.
Chancellor *pro tem*

MESSAGE FROM THE MAYOR

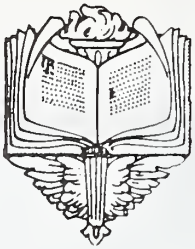
Dear Duke Freshmen:

It is with much joy that I extend to you the official courtesies and hospitality of the City of Durham. We welcome you with all the warmth and grace which is ours and we are most anxious for you to join, and to share with us, in the life and pride of our community.

Others have passed before you. Their varied and signficant contributions to the well-being of mankind are yours to acknowledge, honor, and to glean profit. As you concentrate upon the development of your mental faculties, we trust that amidst the beauty and challenges of this great University, you will exercise the kindred capacities of thinking and thanking. We hope you will ennoble and enrich the past and ultimately make your addition to the sum total of human joy and happiness.

We are delighted, indeed, to have you with us during these exciting years.

Sincerely,
R. W. Grabarek
Mayor



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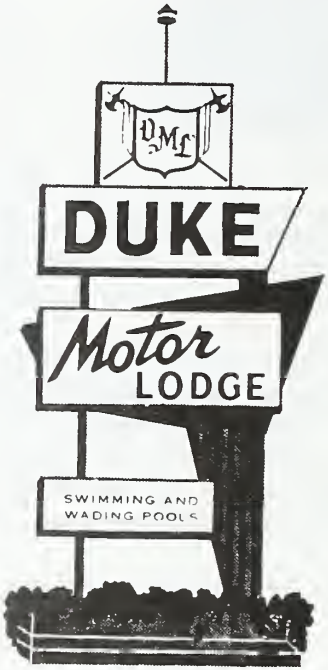

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ORIENTATION

FRESHMAN WEEK

The idea of a good university is that it can provide such a variety of opportunities and activities that it can attract and keep a great diversity of individuals. The university must be big enough in its conception and its practice to include Northerners and Southerners, blacks and whites, conservatives and radicals, the old and the new, the good and the bad, the past and the present in some sort of harmonious relationship. Duke prides itself on its diversity--and, in fact, some of the turbulence that has marked the existence of Duke in the 1960's is the direct product of the attempt to strengthen Duke's diversity.

The problems that face the University as it tries to accommodate and develop as fully as possible a myriad of programs and goals are reflected in the microcosm of Freshman Week. The diversity can be graphically observed as the currents of conflicting economic, political, and social views cut across each other in a collision course during Freshman Week. Points of view never before experienced personally must somehow be absorbed, perhaps accepted, but hopefully better understood. This is a period of challenge. New ideas, new values, and new people act to broaden the perspective of any individual, if that person will pursue all lines of thinking and all types of people that he possibly can.

The initial adjustment and problems of arrival at Duke provide all freshmen with a common bond. In many respects, Duke is as open to a frank exchange of ideas and to the meeting of all kinds of new people, during Freshman Week as any time during the year. The purpose of Freshman Week then in its ultimate sense is to reveal as many of the possibilities of the university and of the individuals--students, faculty, and administration--who compromise this community. There should be many more questions raised than answers found, but here begins the process of creating thinking, feeling, aware people.

Because of the diversity of Duke--and the multitude of expectations of what the university should be and do--there are a number of levels to which the freshmen orientation program must seek to address itself. The intellectual aspect has been discussed, and can be pursued in individual conversations, at the panel discussion, in discussions with faculty persons, the TRUE Lounge, or at the Y—FAC dinners. Equally important are the rudimentary efforts to make academic adjustment to the University smooth. Freshman Week is a time of freedom from the conflicting pressures that academic pursuits and classes can create, but the individual responsibility and approach to academics can be discussed during Freshman Week. This is done most effectively by individuals discussing their own motivations and hopes. Discussions of the new curriculum

at Duke can serve this purpose. If the theory of the new curriculum is fully realized, the scope of what a Duke education can mean will change significantly. Other academic matters during Freshman Week includes placement tests in the sciences, foreign languages, and math which seek to place a person where he can learn the most within the bounds of his potential. There are numerous sources available for academic advising to answer the questions that inevitably come up. The Y—Men and FAC's can do this, so can the housemasters and house counselors, the deans, and perhaps best of all, the faculty are available for counseling during this week.

The social adjustment that Duke demands of its freshmen is immense. Many people come to Duke knowing no one, never having seen the campus--and from this position each individual develops his own sphere of friends and acquaintances. There are many activities in the houses during Freshman Week to provide the freshmen with several chances to meet as many people as possible. There are also a number of Y—FAC dinners, and discussions, and open houses that hopefully will overcome the barrier that the separation of East and West

Campus and Hanes House has erected in the past. Dances, movies, plays, and discussions have been planned so that there is something for everybody to do as much of each day as possible.

A multitude of activities have been planned to accommodate the many interests of the members of the Class of 1973. Some of the activities will attract only a few people, others will attract many more. This is the time when the University is truly for the freshmen. Hopefully it will be an exciting, and challenging week for everybody--and that each person will find pleasure and satisfaction in the activities of his choice. There is a spirit that surrounds Freshman Week. It is dynamic, exciting, and perhaps even meaningful. The challenge for the rest of the Freshman year can be to duplicate at first, then sustain and improve, and finally deepen this spirit. The search for identity and meaning begins in the largest sense in the university, and hopefully Freshman Week 1969 will expose some of the problems and possibilities of this search.

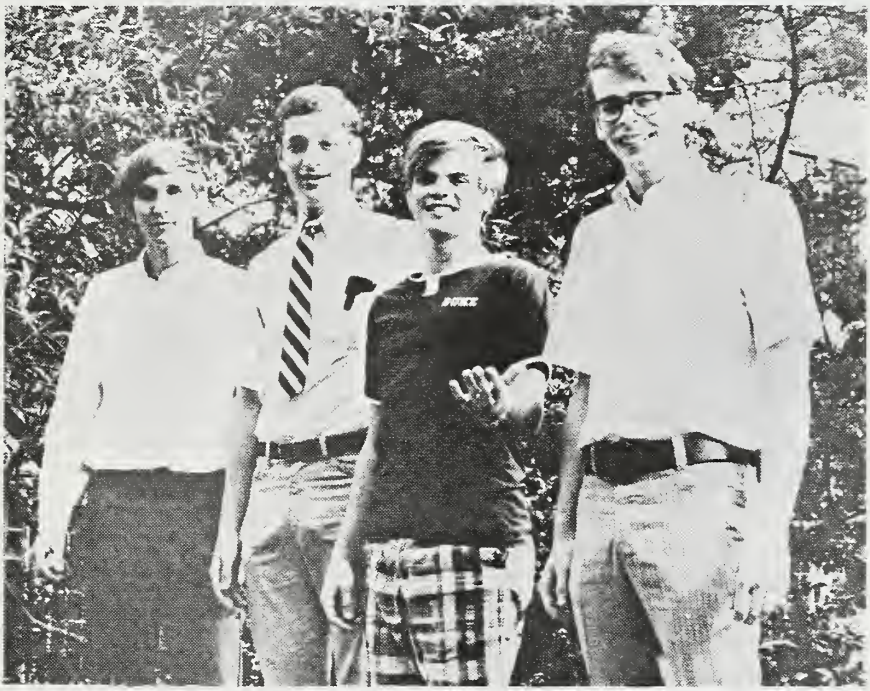
Y-FAC PROGRAM

One of the most predominant aspects of the Duke Freshman Orientation program is the Y—FAC (Freshman Advisory Council) program. This program, sponsored by the University YMCA, distinguishes Duke's orientation program and contributes greatly to the impact that it has in easing the initial tensions of college life. Duke offers a very thorough and sustained program of activities for the freshman--and it is the task of the Y-Man to aid his group in both their initial and long-run adjustment to the University. Each Y-Man is assigned a group of five to eight freshmen to whom he is responsible for advice and answering questions. He also seeks to aid in acclimating his group to the physical layout of Duke, and in making some of the first social and intellectual adjustments to university life in general, and to Duke in particular.

The Y—Man will try to get to know all of his freshmen as well as he can so that he may become a true friend to his freshmen. The freshman experience can be a devastating and turbulent time in an individual's life. It is then that he may feel the need to confide in someone, to seek out sound and mature advice. The urgency of this role is only heightened by the broad undercurrents and pressures that are operating on individuals in all universities today. In such times any person who shows a genuine interest in the welfare of another, and is himself a source of valid information, can serve to aid those secure and sure of themselves in striking some semblance of an equilibrium.

A good Y-Man is also available to his freshmen on more informal levels. He may stop by the dormitory once or twice a week just to talk, or he might arrange to take his freshmen to dinner with a faculty member. He may also serve to get his Y-boys dates from East and Hanes. In these ways the ties are woven that develop into real friendships.

Very often, especially in all freshmen houses, the Y-Man is the only contact with upperclassmen that the freshman might have. In this sense, the Y-Man's responsibility to each of his freshmen is intensified, but so this also means that



Y-FAC Chairman and Junior Chairmen

each freshman should try to get to know his Y-Man as well as possible. A good Y-Man can operate effectively only if the individual members of his group respond to what he is trying to do for them.

The pressures and problems of adjustment to any university are immense. In the Y—FAC training program we have sought to increase the awareness of the Y—Man of these problems, and with this understanding we have sought to develop some methods of solution. The social adjustment, the intellectual adjustment, the academic adjustment, the emotional adjustment, and the normative demands that participation in any university requires can often be full

of tribulation. In this maze of problems and pressures the Y—Man seeks to make the freshmen experience a more enjoyable and meaningful one.

In no way is this to indicate that the Y-Man is only a problem solver. He must be a companion and friend, but he should also be in a position to help with any problems that do arise. The success or failure of the Y—FAC program depends on the approach that the Y—Men take toward their responsibility. Complete success is contingent upon the response of the individual freshmen to his Y—Man who is trying to help his freshmen utilize their full potential and the potential the diversity of Duke University offers.

Tom Scrivner
Chairman, Y—FAC

FAC PROGRAM

The Freshman Advisory Council serves as an aid in the orientation of freshman women. A junior or senior girl serves as the FAC for a group of five to ten freshmen girls. Working through her particular group, the FAC will be attempting to introduce you to some of the various aspects of Duke University in general and the Woman's College in particular. She is an upperclassman available especially for you and her role ranges from information giver, to advisor, to date-arranger, and to unlimited other services. The relationship of the FAC and her freshmen continues throughout the school year and usually develops into lasting friendships.

Jane Rohlf
Chairman, FAC

BEFORE YOU COME

Before leaving home you will want to provide yourself with certain articles that are necessary to make your dormitory room livable. You will need a pillow, two pillow cases, four sheets (large enough to fit a 39x74 inch mattress), two blankets, some towels, washcloths, toilet articles, a laundry bag, and a study lamp. Many of these articles may be purchased in the University store here if you prefer. In addition to these basic necessities you may wish to bring such items as bedspreads, curtains, rugs (not more than 54 square feet in area), an easy chair, and pictures. Be sure however, to read the dormitory regulations concerning picture hanging and general care of the room before making your improvements. Certain precautions must be taken by all students in order to keep the rooms in good shape through the years.

Driving regulations for freshmen are different for men and women. Woman's College students are now allowed to have a car on campus during freshman year. However, women may drive in the University area. Men freshmen are not permitted to own or operate motor vehicles on campus first semester. Under a plan begun in 1968 freshmen men are permitted to have cars on campus second semester. NOTE: If found operating a car any time first semester when not under parental supervision, a male freshman may be suspended.

You should bring this handbook and any other books that you feel may help you. One further suggestion: drop a line to your future roommate(s). Since they are probably total strangers, a gesture of this sort will do much to initiate a warm and lasting friendship.

EXPENSES

Certain basic expenditures are to be considered in the preparation of your budget, such as tuition, general fee, room and board. Below is listed a reasonable estimate of the expenses for one academic year. Miscellaneous expenses depend to a large extent upon the tastes and habits of the individual. Travel costs, clothing purchases, and other such expenses, will have to be added to this estimate.

Tuition	$1800.00
General Fee	200.00
Room Rent (DOUBLE)	335.00
Board	650.00
Books and Supplies	150.00
Miscellaneous Expenses	465.00
TOTAL	$3600.00

Orientation Week expenses will be higher than those of the weeks that follow because of the initial organization dues and other payments. Perhaps you will not want to join many activities, but it will be wise to estimate about twenty dollars for any incidental expenses.

FACILITIES

Art Museum

Located in the renovated Sciences Building on East Campus, the Duke Art Museum will officially open in October, though already open to the public. The Brummer Collection of 260 pieces of Medieval art is the major permanent display. Also on exhibit is the collection of the Classics Department containing pieces dating back to 500 B.C. The main gallery of the museum will house various visiting shows throughout the year.

Museum sculpture exhibit on East Campus

Cafeterias

The University provides serveral types of eating facilities. There are two large cafeterias on West campus, the University room and the Gothic cafeteria. These will be open during Orientation, and a student and his family may eat there at any time. It is estimated that a student may eat in the cafeterias for about $2.50-$3.00 per day. When requested, optional meal tickets books are available in $10.00 denominations. Arrangements may be made for a student to obtain meal tickets in the dining hall office, and have the bill sent home. In this case, a letter of authorization should be written by the parent to the Director of the Dining Halls, Mr. T.W. Minah.

In addition to the cafeterias, there is the Oak Room, where a student may be seated and served, and the Cambridge Inn, a snack bar that serves hot sandwiches, hamburgers, pizza, etc., at night. Another snack bar is located in the basement of the Union building, the "Dope Shop." All eating facilities are located in the Union building.

East campus is serviced by two cafeterias, one located in the East Union, the other on the lower level of Gilbert-Addoms. East campus offers its own facsimile of the West Dope Shop, the East Dope Shop. For those students living in the Graduate Center, located just off West campus, there is a dining hall which is shared with the undergraduates from Hanes House, School of Nursing. There is also a coffee lounge located downstairs in the building.

Libraries

In 1887, a library collection of 9,000 volumes was accumulated by Trinity College. When the University was dedicated in 1924, the library had grown to about 90,000 volumes, and with the creation and construction of the University an era of exceptional growth began and has continued into the present. In June, 1964, Duke ranked second among college libraries in the South and nineteenth in the nation in number of volumes accumulated. The combined buildings of the University libraries total 2,000,000 volumes catalogued and available for use.

The Perkins Library Building occupies the southwest corner of the academic quadrangle on West Campus. An 8.7 million dollar addition was completed this spring. The original building is now being renovated, the full library will be open in spring of 1970.

The library complex provides air-conditioned stacks large enough for 2,200,000 volumes, reading rooms and carrels, office space for the library staff, special facilities for rare books, manuscripts, newspapers, and photographic services, seminar rooms, and offices for members of the faculty. Of special

William R. Perkins Library

interest are the microfilm reading room, an audio lab, and a small auditorium. The Rare Book Room, which is furnished in the style of an English private library of the seventeenth century, has special collection rooms and storage stacks adjoining.

The book collections have been carefully developed to support both the course work of the University's students at all levels and the research requirements of its graduate students and faculty. The manuscript collection, relating chiefly to the South and particularly strong in the antebellum, Confederate, and Reconstruction periods, contains almost three million items and several thousand bound volumes.

The Woman's College Library is located on East Campus. Whereas the stacks of the Perkins Library are closed, those in the Woman's College Library are open. The departments of Art, History, Biology-Forestry, Chemistry, Physics-Mathematics, and Psychology and the schools of Divinity, Engineering, Law, Medicine, and Nursing maintain libraries in their own buildings.

Post Office & Other Services

In the basement of the Union is Duke Station, a branch of the Durham Post Office. Complete postal facilities are available. All mail for students is delivered through Post Office boxes only. There is no mail delivery to the houses. The Postmaster will assign a box to you which you will retain throughout your residence at Duke. If a box has not been assigned to you, you should not subscribe to magazines or newspapers, or have parcels sent you until you arrive and request a box number. Since according to Post Office regulation, incoming mail which does not have your box number cannot be delivered, you are requested to complete your registration with the Post Office at your earliest convenience.

East campus has its own branch of the Post Office, College Station, located in the same building as the East Dope Shop, and which provides the same services as on West. To expedite the efficient handling of mail at the East Campus Post Office, students should have their parcel post packages addressed to their own respective post office box numbers, College Station, Durham, North Carolina 27708. Women's College students living in the Graduate Center receive their mail in boxes located in the building. Their mail should be addressed to their post office box numbers, Duke Station, Durham, North Carolina 27706.

In case of emergency, Trinity College students may be contracted by calling the West Campus Information Bureau, located in Flowers Lounge, at extension 2323; a message will then be sent to the student's room. Western Union Telegraph Service is also available at the desk. Opposite the West Post Office is a branch of the Central Carolina Bank and Trust Company for your banking convenience. Checks not exceeding $25.00 may also be cashed at the East Dope Shop.

Sarah P. Duke Gardens

Close to the center of campus, under the friendly eye of Allen Building, the Sarah P. Duke Gardens provide a refreshing rest from the Gothic Jungle. First planted in 1934, and redesigned in 1959, the "Gardens" are financed by the Mary Duke Biddle Foundation. They include a formal rock-and-terrace garden, a grass-and-sky section, and acres of improved pine forest. The Gardens provide the setting for a lawn concert during Joe College Week-end, for sunbathing, walking, and often for classes that meet in spring. The Gardens also offer the opportunity for those who are athletically inclined to develop their

frisbie-throwing prowess to the fullest extent. Students are warned that the Gardens are also a major tourist attraction on spring weekends.

Sarah P. Duke Gardens

Student Health

Medical care for West Campus students is provided at the Student Health Office located in Duke Hospital and staffed by the Hospital. Dr. Richard M. Portwood is the Director of Student Health. The office is open from 7:45 a.m. to 5:30 p.m. Monday through Friday and from 7:45 a.m. to 1:00 p.m. Saturday. When emergencies arise or the Student Health Office is closed, the student should use the emergency room at the Hospital.

For Women's College students there is an infirmary located on East Campus which provides full medical facilities. Dr. Dorothy E. Naumann is Physician to the Woman's College. The infirmary is open seven days a week from 7:30 a.m. to 10:00 p.m.; after 10 p.m. the student must call first. Doctor's hours Monday through Friday are 9:00 a.m.—9:30 a.m., 11:00 a.m.—12 noon, 1:00 p.m.—1:30

p.m., and 3:30 p.m.—4:30 p.m.; Saturday the doctor is in from 9:00 to 10:00 a.m.

Student Health is responsible for excusing students from class for reasons of health, although if a quiz or exam is to be missed, a Dean's Excuse is mandatory for a make-up test to be given.

A student may obtain professional help with problems involving emotional stress in any of several ways. He may obtain an evaluative consultation with a psychiatrist at no cost upon referral by a Student Health doctor. At the Student Health Office he needs only ask for an appointment with the doctor. In some instances, deans can make the referral and assist in scheduling an appointment with a psychiatrist at no cost upon referral by a Student Health doctor. Director of Student Mental Health is Dr. Kenneth J. Rockwell.

Any student may arrange an appointment in the Adult Psychiatric Outpatient Clinic (in the Medical Center), where he can be seen at a reasonable cost. He may also arrange for a private psychiatric appointment with any member of the Department of Psychiatry, if he is willing to assume financial responsibility.

A psychiatric emergency service is available to all students on a 24-hour basis in the Emergency Room or through the Medical Private Diagnostic Clinic in the Medical Center.

All such contacts are held in confidence.

Miscellaneous

The University maintains a laundry and dry cleaning establishment located in the basement of the West Union. The Union also includes a general store, a soda fountain, book store, and barber shop, where the usual demands of the student may be met. For booklovers and browsers, the Gothic Bookshop, near Page Auditorium, offers pleasant refuge. Here you will find an interesting and varied stock of books—in hard covers and paperbacks, as well as prints and drawings. Students may purchase or sell both new and used textbooks in the bookstore located across from the West Dope Shop in the Union.

DUKE'S HISTORY AND TRADITIONS

Aims of Duke University

The University motto, *Eruditio et Religio*, "Knowledge and Religion," best represents the essence of the University's philosophy. Inherited from Trinity College, it is founded on ideas like those expressed in the section of the University by-laws which are engraved on a plaque in the center of the main quadrangle:

The aims of Duke University are to assert faith in the eternal union of knowledge and religion set forth in the teachings and character of Jesus Christ, the Son of God; to advance learning in all lines of truth; a Christian love of freedom and truth; to promote a sincere spirit of tolerance; to discourage all partisan and sectarian strife; and to render the largest permanent service to the individual, the state, the nation, and the church. Unto these ends shall the affairs of the university always be administered.

Bells and Blocks

High in the Chapel Tower is the Chapel Museum where several mementos of Trinity College's rich history are on display. The old Trinity College bell is there; cast in 1879, it is now badly cracked and probably will never be rung again. Also perserved in the "University attic" are the cornerstones of the old college buildings in Randoplh County and East Campus and photographs as ancient as the buildings themselves. Included in the museum are many interesting letters and documents, representing important milestones in Duke's history. On East Campus, amid sheltering magnolias near Asbury Building, may be seen the old Engineer's bell, "Marse Jack." Cast in 1911, it replaced an earlier bell lost by fire, and until they moved to West Campus, was tended by the Engineers in Southgate Hall.

Buildings and Quadrangles

The names of buildings and quadrangles on the two campuses honor important historical figures associated with the growth of Trinity and Duke. In

the American Georgian architecture of East Campus are preserved the memories of four important trustees of Trinity College: John W. Alspaugh, James H. Southgate, Julian S. Carr, and Joseph G. Brown. Two buildings are named after distinguished faculty members, also from Trinity: John Bassett, history and political science professor, and W.H. Pegram, chemistry professor. Former North Carolina Governor Charles A. Aycock and Thomas J. Jarvis, both friends of the college, are remembered in the names of the dormitories. Giles House takes its name for the first sisters that received degrees from Trinity.

West Campus

In the English Gothic architecture of West Campus, the names of four past presidents of Trinity College, Braxton Craven, John F. Crowell, John C. Kilgo, and William P. Few, are immortalized as quads. Flowers building is named after another president, Robert Lee Flowers, while Page Auditorium was named for Walter Hines Page, a Trinity graduate who became an influential writer and diplomat. The choice of this name became significant in 1966 when Communist Herbert Aptheker spoke in the auditorium. Page was one of the chief supporters of Bassett in his case for academic freedom.

Chapel

The chapel was planned as a visual representation of the University motto, *Eruditio et Religio.* Dedicated in 1935, it cost two and a half million dollars to build. The view from the 210 foot tower has become a must for lovers, and the daily chiming of the 50-bell carillon continues to be enjoyed or endured by students. The largest bell in the carillon weights over 11,000 pounds. The 77 stained glass windows contain over one million individual pieces of glass. It is a sure sign that spring has come when thousands of North Carolina eighth graders swarm over the campus on their way to visit the beautiful Duke Chapel.

Interior of Chapel

Convocation

The University Convocation has become an established part of the Duke tradition, although the first one was held only a few years ago. All members of the Duke academic community gather in the Indoor Stadium on the first day of classes to witness the procession of the faculty and to hear an address by the President of the University. In the last three years, student leaders have also delivered speeches that have set the tone for student activities in the coming year. After the Convocation speeches, the official University flag is handed to the senior class presidents of the four schools, and the ceremony is concluded by the singing of the "Alma Mater."

Dope Shop

The Dope Shop is the most popular of the four stores operated by the University. Students visit it after Quad Flicks, on dates, before classes, and often during classes. Despite what the name may suggest, narcotics is not one of its best sellers. The name stems from the old Southern for Coca-Cola, "Dope." In time, "Dope" was dropped in favor of "Coke," but the store retained its original name. In the tradition of its decades-old name, the shop serves *only* what appears on a printed list.

Duke Alumni and Continuing Achievement

Part of the Duke heritage is displayed in the oustanding achievement of former students. The 35,000 active alumni are known in the Durham community, in North Carolina, and throughout the entire United States. Duke is represented in the areas of law, medicine, politics, and education. Moreover, the men help support their alma mater through donations amounting to more than $700,000 annually, a demonstration that keeps Duke among the top six major universities and colleges in alumni participation.

Many Duke alumni went on to serve as administrators in other colleges and universities. Dr. Rhyne Killian, former president of M.I.T. and now president of the M.I.T. Corporation, and Charles H. Townes, provost of that school and Nobel Prize winner in 1964, are both Duke alumni. There are about thirty-five presidents of educational institutions who were trained at Duke, including Dr. Richard Harvill '27, University of Arizona, Dr. John T. Caldwell '36 (Chancellor) N.C. State, Dr. Emmet McClarty '30, Brevard College, Dr. James Moudy '53, Texas Christian, Dr. Edgar Shannon '41, University of Virginia, and Dr. Charles

Thrift '30, Florida Southern College.

In the field of government and politics, President Richard M. Nixon is Duke's most famous graduate. Other Law School graduates of note include a member of the Supreme Court of Washington State and members of the North Carolina state and federal courts. The N. C. Superintendent of Public Instruction, as well as numerous other state officials, attended Duke. U. S. Senator B. Everett Jordan and Civil Aeronautics Board Chairman Charles S. Murphy graduated from the University. George V. Allen, former ambassador and former head of the State Department's Foreign Service Institute, is also an alumnus.

In addition, Duke graduates figure prominently in the business field especially in the tobacco industry. Included are Edwin Finch, president of Brown and Williamson, Milton Harrington, president of Liggett and Myers, and John Gregory, president of the Imperial Tobacco Company. John Tailey is president of Coca-Cola Export Division, and Robert Hatcher is a vice-president of the Chase Manhattan Bank.

Our Divinity School, in addition to filling a majority of the Methodist pulpits in North Carolina, has produced many prominent churchmen, including the Bishops of Louisiana, Kansas, and the Birmingham, Alabama, area. Frank Slaughter, the noted author, graduated from Duke in 1926. James Young of the Medical School class of 1955 is now White House Physician. In the tradition lived by these men, Duke will continue a great University.

Painting the Bridge near East

East Campus Underpass and West Wall

Students wanting to paint East Campus red or any other color must often settle for the vicarious thrill of painting the underpass near the entrance to the Women's College. Organizations and individuals paint when inspired to advertise activities or for self-gratification. Formerly, only the West side of the structure was popular, but now both ends and also the inside have been covered with signs and symbols.

West Campus now boasts its own answer to the Underpass—West Wall. Although the wall is only a temporary edifice designed to hide the renovations going on in the old library, it has become a focal point on West. Here, inspired students may vent their artistic frustrations in grand style or offer philosophical and political words of wisdom to the academic community.

Fifth Decade Program

New academic programs, classrooms, laboratories, residence halls, and cultural and service facilities for Duke University add up to a $102,876,000 goal for the first phase of the ten-year Fifth Decade Program. The current campaign is part of a larger ten-year expansion and improvement program for physical plant needs, additional endowment, and current budget support.

Building projects totaling $122,000,000 are in various stages of planning or completion. The addition to the library, research facilities, and a new Chemistry Building have been completed. A new Engineering Building, a much larger pool, and facilities doubling the size of the Medical Center are next on the agenda. Later plans involve facilities for more scientific research, student centers, services, housing and classrooms, and a major expansion in the Divinity School.

The second major component of the priority program is endowment totaling $15,000,000. This amount will help meet the need for added income to support the increases in faculty salaries, student aid, and other recurring costs essential to develop and maintain quality.

Gifts in support of the annual operating budget-the third component-will require $12,300,000. This money will help meet the costs of advancing salaries, an expanding faculty, more student aid, and higher costs of operating and maintaining a multi-university. Rising from $4 million in 1963—a grand $12.7 million had been collected as of last year.

Although the sums set as Fifth Decade goals seem formidable and there has been difficulty attaining them, they are essential if the University is to measure up to the promise of its beginnings and truly become a great institution. Due to liberal campus disturbances as the Vigil of '68 and the Allen Building takeover in

'69, contributions from conservative alumni have fallen. But the program originated by the mastermind of ex-president Douglas Knight and undertaken by the Trustees of the University, will certainly be of tremendous benefit to the obligations and desires of expansion.

James B. Duke Statue

Standing majestically high on the Main Quad in front of the Chapel is a statue of the wealthy founder of our fair University, James B. Duke. J.B., sporting his cigar, offers inspiration to every enterprising young student and is an especially favorite target for Halloween festivities.

James B. Duke and his Chapel

James B. Duke and the Duke Endowment

The transition of small, liberal arts Trinity College into a university of major importance began in 1924, with the creation of the Duke Endowment. This was a gift of almost incalculable importance to Trinity, for it enabled the College to back up its academic and spiritual resources with the physical resources necessary for its development.

The son of Washington Duke, James B. Duke had made a fortune in the tobacco market, formed the largest tobacco producer in the world, the American Tobacco Company, and became president of it at the age of thirty-four. After largely retiring from the tobacco business, and returning south from New York: Mr. Duke discovered a new way to demonstrate his business ability and serve the South. Realizing the contradiction between the handicaps of his native region and its water potential, he created the Duke Power Company to serve the area's industry. Through the years, this corporative giant has been instrumental in the development of North Carolina and of the South.

Since the Dukes had long been benefactors of Trinity College, James B. Duke decided that the finest way to show his gratitude and love for North Carolina and the South would be the transformation of Trinity into a major university. Thus, on December 11, 1924, he announced the creation of the Duke Endowment through the Indenture of Trust.

The Duke Endowment was a generous one, the original amount being approximately $40,000,000. Because of careful management, the amount has grown to over $500,000,000. The University receives just over 25% of the net income of the original body of money in the trust, plus other sums. Altogether the University has received over $100,000,000 from the Endowment since 1924. Since 1930, hospitals, orphananges, churches, and ministers in North and South Carolina have received nearly $50,000,000 from the Endowment. In addition to Duke, three other schools—Furman University, Davidson College, and Johnson C. Smith University—have received almost $15,000,000 in funds from the Endowment.

Traditionally, we at the University remember Mr. Duke's benevolence each year on Founders' Day, December 11. On this day, members of the University community and others interested in the welfare of Duke gather to pay tribute to all who have played a part in the University's creation and development. A gift is presented to the University from the senior class. In 1965, officials of the Men's and Women's Student Government Association were put in charge of the program for the first time. Through ceremonies such as this, students are reminded of the role played by James B. Duke in the creation of the University.

Seal and Shield of the University

One of the mysteries associated with Duke tradition is the exact meaning of the University Seal that appears on all official documents. It is an exact replica of the Trinity College Seal: *Trinitas Collequim*, N.C. changed to Universitatis Dukiana. The cross signifies Christianity, and the two branches probably represent a unity of knowledge and religion. The rest remains in question.

The Duke University shield, designed by a committee appointed by Dr. Knight, was approved by the Board of Trustees in 1966. The shield, which is patterned after the Duke family crest, bears the University motto. The central triangle is symbolic of unity and the Trinity, and the three vertical bars each represent one of the three foundation stones upon which Trinity Colleges was founded-education, religion, and health. The shield is used on all objects except for official University documents.

Washington Duke Statue

In the traffic circle on East Campus between the East and West Duke buildings, you will find a seated statue of Washington Duke. A true Southern gentleman, Wash has never been known to remain seated when a lady of uncompromised virtue crosses his path. To this day he rises at her passing.

The Sower

Midway between the Wash Duke statue and the Ivy Room, alongside a well-beaten path, the Sower casts his symbolic wild oats on the fertile ground of East Campus. Good luck and fortune will come to the person who puts a coin in his hand (and even more luck and fortune for him who finds a coin there).

The Evolution of the University

Duke University's institutional roots lie in an educational venture named Brown's Schoolhouse, a place where "when it rained it was with difficulty that the books and papers could be kept dry." Founded by the Rev. Dr. Brantley York in Randolph County in the spring of 1838, its name was changed in 1839 to Union Institute Academy in an effort to reflect the support of nearby Methodist and Quaker communities.

Braxton Craven succeeded York as principal in 1842. Craven, wishing to guide the Academy into the field of teacher education, persuaded the state legislature of the value of a "normal school" and on January 28,1851, the legislature incorporated the Academy as Normal College. Graduates of the new College were certified automatically to teach anywhere in the state. Craven's hope that financial support from the state would come with the incorporation, however, was not fulfilled, but the Methodists of North Carolina did provide the faltering College with funds.

The curriculum inherited from the Academy was changed to fit the needs of a teacher's college. In its first two years the curriculum lasted only three terms, but by 1853 a four-term course had been instituted. As early as 1851 applicants for admission were given exams in the classical disciplines popular at that time.

The need for financial support led the Trustees and administrators to affiliate the College with the North Carolina Conference of the Methodist Episcopal Church, South in 1856. The Conference was interested in the College, but never attempted to adminster the College's program in its own interests. In 1859 the institution was re-incorporated as Trinity College.

The Civil War disrupted the new College's life. In May of 1861; in order to keep as many students in school as possible, Craven organized the Trinity Guard. This was done in the same month that North Carolina seceded, and the Guard was soon called upon to put down anti-secessionist revolts in Davidson County. A row between Craven and Rev. Robert S. Moran led to Craven's resignation and the appointment of William Grannaway in 1863. The College remained open during the war years until retreating Confederate troops encamped on the College's campus in April, 1865. There was no graduation that year, and the College remained closed until January 11, 1866.

Mr. Craven was unanimously elected president when the College was reorganized in 1866. He continued in office until his death in 1882. For five years following his death no president was elected, but William Howell Pegram was chosen chairman of the faculty in 1883. Financial problems again threatened the College's existence. In 1885, when the sale of the property was being seriously considered, three members of the Board of Trustees, Julian S. Carr, J. W. Alspaugh, and James A. Gray offered themselves as a Committee of

Management to finance the College for two years. At the end of that period Carr gave the College $10,000, the first funds for a permanent endowment for the institution.

In June, 1887, John Franklin Crowell, a native of Pennsylvania, was elected president. When Crowell came to Trinity, "its heroic history was largely a local tradition in the hearts of loyal students and patrons." The ten-acre campus, surrounded by the village of Trinity, which boasted three hundred permanent residents, was equipped with only one brick building. Although the atmosphere was described as conducive to the full concentration of the intellect, it was admitted that the principal reason for this was that there was nothing else to do.

Crowell wanted to move the College to an area which would better contribute to the intellectual atmosphere. Once permission was received from the Methodist Conference, the search for a new campus was on. Raleigh and Durham were the only two cities publicly mentioned, although Crowell went ahead on his own and bought a large tract of land in Greensboro. The choice of Durham was settled in 1890 when Washington Duke agreed to give $85,000 for the removal and construction of buildings and Julian Carr gave Blackwell Park, a sixty-two acre race track at the edge of the city.

Three buildings were constructed on the new campus with Duke's money. The removal of the College from Randolph County was originally scheduled for September, 1891, but the collapse of the bell tower on the Main Building held up the removal until 1892.

In 1894 John C. Kilgo became president and three years later the College became officially coeducational. Trinity under President Kilgo continued to develop in reputation and physical plant. The Bassett affair confirmed the institution's academic freedom. In 1910 Kilgo was succeeded by William Preston Few. Under his guidance the College proceed vigorously until 1924 when James B. Duke signed the Indenture of Trust that allowed for the construction of a university around the core of Trinity College.

As a result of the Indenture, funds were made available for the immediate expansion of the College. The expansion of the old Trinity campus into the new Georgian buildings were already under way, and a new venture created the Gothic West Campus. East was finished in 1927, and West was sufficiently completed by the fall of 1930 to move the Trinity men to the new campus. This same year Duke Hospital and the School of Medicine opened. The graduate schools of Arts and Sciences, Law, Religion and Forestry were established later. The School of Engineering was opened in 1939, followed by the School of Nursing in 1953.

In 1941 Robert Flowers succeeded Few as the University's second president. Succeeding him was A. Hollis Edens who was elected in 1948. Dr. Deryl Hart, elected president pro tem in 1961, was succeeded in 1963 by Dr. Douglas M.

Knight, the eighth top executive officer in the history of the institution.

It has been said that under President Edens, the University's goal was to be better, not bigger. Presently Duke is expanding its efforts to be bigger-and better. The expansion of the University over the next ten-year period has been laid out in the *Fifth Decade*, a Master Plan for campus enlargement and institutional redirection. The present focus of the *Fifth Decade* directors is a goal to acquire gifts of $102,000,000 by 1969 to finance major improvements in the Medical Center, the Library, renovations and additions to East Campus, and development of recently acquired land between the ends of the campus.

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ACADEMICS

Believing the general level of maturity of entering students to be rising steadily, the University initiated new attendance regulations in the fall semester of the 1963-1964 academic year by placing responsibility for regular, punctual class attendance entirely upon the individual student. Students are expected to realize that attendance in the classroom is one of the most vital aspects of the college experience. Instructors are priveleged to refer to the dean for appropriate action any student who in their opinion is causing his work or that of the class to suffer because of absences or latenesses.

Absences from required classes due to illness will be excused when certified by a proper medical official. Absences from required classes due to authorized representation of the University may be excused. Officials in charge of groups representing the University are required to submit names of those persons who are to be excused to the appropriate dean's office forty-eight hours in advance of the hour when their absences are to commence.

The Department of Physical Education has a special policy regarding attendance. The required physical education courses are recognized as essentially laboratory classes, i.e., attendance and participation in them is essential to acquiring and perfecting the physical skills taught. For that reason classes missed in these courses must in general be made up as is true for laboratory sessions in the sciences and certain other courses. Enrollees in the physical education course required of freshmen and sophomores must meet all but three sessions of the class during the semester. Absences beyond three must be made up by the student, who will be expected to contact his instructor within two weeks after the class (es) missed to arrange for the make-ups of the work. If *for any reason* the total number of absences for a student reaches twelve, he will be required to withdraw from the physical education course, since making up absences in the excess of this number is impractical.

All preregistered undergraduate students are required to return to the University on Registration Day of each semester and to report to their Dean's Office. Failure to be cleared for classes by 6:00 p.m. on Registration Day will cause students to forfeit their $25.00 registration deposits and their places in each class for which they preregistered.

THE UNIVERSITY EXPERIENCE

Bertrand Russell once wrote that the four qualities that form the basis of an ideal character are intelligence, sensitiveness, vitality, and courage. And I suppose if you threw all of these qualities into an individual and then threw that individual into Duke University for four years you would end up with that elusive animal, the Duke Gentleman. Yet somehow it just doesn't work out that way. Most Duke Freshmen are endowed with these four qualities but our University has yet to produce a man of the stature of Bertrand Russell.

Sometime in the course of his four years at Duke every student must make his peace with the institution. Peace often comes at the price of cynicism, privatism, an education, or simply withdrawal by transferring, flunking out, joining the service, or just quitting. As members of the Freshman class of 1969 only slightly more than half of you will graduate from Duke in the Spring of 1973. This is not because of any overbearing academic burdens or excessive competition. Rather I think it is due to attitudes that are fostered and nourished by the institution itself.

Institutions do not educate men. Men educate themselves. The very strange process of education involves as much of an attitude as it does innate characteristics or abilities. And an aggressive, questioning attitude is, I think, particularly important at Duke. Although when compared with the monstrous state universities Duke enjoys a relatively small enrollment, it is often as impersonal as the megaversity. With its masses of mimeography and IBM cards, the institution often appears not at all concerned with the individual. Perhaps this is because so few individual dare to challenge the institution. It is all too easy to use one's intelligence, sensitiveness, courage, and vitality in living group activities or forays into the ethereal realms of the East Beasts.

Students at Duke are intelligent, upper middle class, heaped with high school honors, and at one time or another very unhappy with their education at Duke. Perhaps the unhappiness comes with simply growing up (as our elders are prone to tell us) and perhaps not. Somehow the undergraduate senses almost from his first week at school that his education is not going to be what he thought. The Mamas and Papas hit it on the head when they said "nothing's quite as sure as change" and you as Freshmen will undoubtedly have to change your preconceived notions about the Great Southern University. Sometimes it is great and sometimes it is so frustrating that the temptation to drop out is almost irresistable. Yet here again the questioning attitude can save one from the "alienation" and the temptation to play the "fool on the hill" phrases with which the mass media so like to characterize our generation.

The faculty at Duke is outstanding. Yet often they seem a timid lot, more concerned with their libraries and laboratories than with their dry lectures and

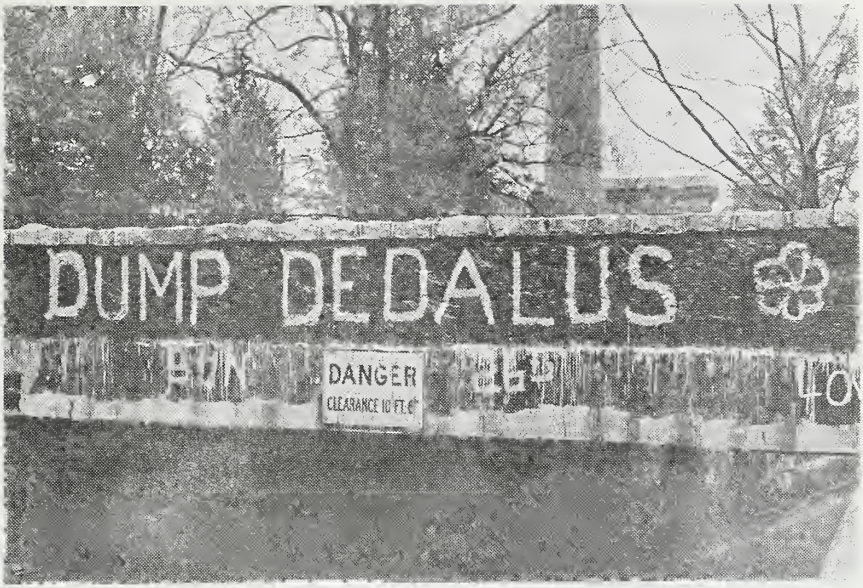
uninspired undergraduates. It is the burden of the student to initiate the so-called student-faculty dialogues. Most of our "aging academicians" do respond to this type of aggressiveness from the student. But the grades one receive never seem to be particularly indicative of educational achievement. Too often in class one is presented with masses of material to be learned and vomitted back on periodic hourlies and final exams. Courses frequently are taught in isolation. That is, the subject matter is presented but not related to the overall educational problem of living in the modern world. Only the attitude of the student enables him to assimilate what is useful to his own education and outlook. This assimilation may not help the grades much but it will certainly go far towards preparing the individual for what is to come after his four years in the Gothic Incubator.

In Durham, Duke seems particularly isolated from the mainstream of the American turmoil. Yet it is not. As one great educator recently suggested, the university is in fact a microcosm of all the conflicting forces that make and destroy the Kennedys and Martin Luther Kings of our society. There is a tendency among Northern students to belittle the South and Durham in particular as being backward and seeped in a dying heritage. However, surprisingly few confederate flags still appear at football and basketball games. This is good. The South is changing slowly and the University will change with it. There is a strong chapter of the Afro-American Society on campus as well as a chapter of the conservative Young Americans for Freedom. The maids who make the beds every morning, the janitors who sweep up our broken bottles, and the people who work in the dining halls and the hospital are organized into a labor union. Uncle Toms and bigots are vanishing creatures at Duke. It is increasingly difficult to ignore the forces of social change that are at work at Duke and in the nation as a whole.

Of course, all of this student unrest is confusing. In the midst of this turmoil it is very difficult for the freshman from the north as well as from the south to determine exactly where he stands. Only the type of attitude that is both questioning yet open will help the freshman to discern intelligibly the cynamics and conflicts of the university community.

Learning to live in the larger community is certainly an integral part of the educational process at Duke. Duke is the largest employer in Durham and it is increasingly difficult to separate the University from the city and the city from the nation.

Even though most Duke students do not ignore completely the larger world in which they live, they are apt to assign it to a place in a corner. This type of compartmentalization of the different aspects of life at Duke is all too common and all too destructive to the educational process. The Duke freshman rapidly learns to switch from the academic atmosphere of the classroom to the social



atmosphere of the rest of the campus. Increasingly, the various living groups—the national fraternities as well as the local independent houses—are bearing the brunt of the criticism for the overall non-academic atmosphere of the university. But Duke is a very American institution and one is tempted to question whether the atmosphere of such a place could be any other than anti-intellectual.

If you are going to be living in an all Freshman house you have to start worrying about finding a place to live for the remaining three years at Duke. Since all social life centers around the selective living groups, being accepted by a fraternity or independent house may well be one of your principal worries in the Spring Semester. The living groups—the fraternities with their traditions, mystic goodies, and even more mystical brotherhood, and the independents with their fierce insistence upon "selected individuality"—are a significant part of education (or non-education) at Duke. Sometimes one is tempted to ask if they are not the most significant part to most individuals. At any rate, the living groups should be taken with a very large hunk of salt until you learn more about them.

Athletics seem to play a decreasingly important part in an institution bent upon becoming a national force. Football season always seems to give rise to cries of wait till basketball season (which is invariably worth waiting for). The inter-collegiate contests do serve as an outlet for the frustrations and tensions built up during a week of academic pressures. And a Duke basketball game is always a bit of an education in itself.

It has been said that the university serves as an interim or third family for the student. The first family is the one the student leaves behind in September and the last is the one that he will eventually father. Perhaps the picture I have painted of Duke is a little harsh but that is how it often is in family life. If you can utilize your intelligence, sensitiveness, vitality, and courage in a manner that is both critical and compassionate you should be able to take advantage of the multitude of educational experiences to be found inside and outside the classrooms of this university. Whenever I think of Duke, Pete Seeger's line always comes to mind:

"What I means is...take it easy, but take it."

Pete Hobbes

reprinted from '68-'69 University Experience

ACADEMICS: AN INTRODUCTION

To many Duke students, particularly those who enter the University with notions in their heads of "the enriching experience," "the community of scholars," "intellectual curiosity," the freshman year proves to be somewhat unsatisfying and disillusioning. Students often find these phrases to be only vacuous rhetoric of college catalogues, guidance counselors, and parents. Many discover that most students here, and probably at other colleges as well, lack any seriousness of purpose. For them, college is a pleasant and very respectable way to spend four years while avoiding the "Draft" and deciding what to with their lives. For others the university serves merely as a "vocational school" where one can prepare to take over Dad's company, join the military, or dive into the capitalistic world and become a neo-George Babbitt. And for some it is a pseudo-academic country club. Duke can be a very meaningful and satisfying experience, however. It definitely has this potential, but it is you who must take full advantage of it.

The formal aspects of academics, professors and courses, may often seem rather impersonal the first year. This condition is improving with the new curriculum, which has cut out many of the restrictive requirements, large lectures, and superficial introductory courses. Most Duke professors are extremely well informed in their fields. In many cases the student can best learn from these men by first breaking down the personal barriers between students and faculty. Personal relationships with faculty often prove to be very valuable.

Schedules often consist mainly of introductory courses: these are often notoriously banal, containing boring material, mediocre instructors, grad students, or profs, and large classes. To be worthy of more meaningful classroom situations, one must demonstrate his dedication to the department by patiently enduring these introductory courses.

Lectures and classes can sometimes be a waste of time. If the material is just a rehash of the text, I would say to spend your time doing something more worthwhile. If you have come to the university to learn, expose yourself to the new things, and develop as a person. Don't let the sometimes excessive structure interfere with this goal.

The classroom aspect of a college education is only a very small part (15%) of the time spent in college. A student's free time is perhaps more important, as to what he received from "the University Experience," than the time spent in classes. It is in these activities outside of the formal classroom situation that the student has real freedom of choice. He may make creative use of his freedom or waste it. The campus offers a great many programs; films; visiting speakers; symposiums; theatre, exhibits; to name a few. In addition, a student may become involved in any one of many organizations and activities, political,

social, humanitarian, and journalistic.

Throughout the freshman year think of what you want from your college experience. If you discover what you want is not coinciding with what you are getting, then perhaps the fault lies not only with the University, but with you.

John Willis Duke 68-69
Antioch '73

What To Expect

Academics will be the major item of concern during your freshman year, and indeed through all your four years at Duke. The most important thing that you will have to realize is that Duke is an extremely tough school, much harder than most universities and colleges. The reasons for this academic "toughness" are numerous. One, of course, is the very high admissions standards that annually provide Duke with one of the most brilliant freshman classes in the country, at least in terms of college board scores, class ranking, etc. Another reason for this "toughness" is the fact that most introductory courses at Duke, and many upper-level ones, grade on a "C" curve, instead of the "B" curve prevalent at most Ivy League schools and other schools comparable to Duke. Most students who come to Duke have achieved very high marks in high school, and it can be a big shock to discover that the 4.0 days are over. So, do not be disappointed if you come up with a 2.0 for the first semester after doing four times as much work as you did last year—you will be doing all right.

A lot of your potential problems in the academic area can be avoided if you just remember two words: Keep Up. You will save yourself from a lot of dreary-eyed "all-nighters" if you don't wait until the last minute to do that paper of study for that hourly. Your courses at Duke will be very much different from those in high school in that much more of your success or failure will depend on what you do outside of the classroom. No one will prod you into doing your homework or will make you do your outside reading; you must discipline yourself. By all means, however, if you need help do not be afraid to ask your teachers or deans for it—they will generally be more than happy to assist you.Get to know your teachers outside of the classroom—they can be some of the best friends you will make at Duke.

—John Howell

The New Curriculum

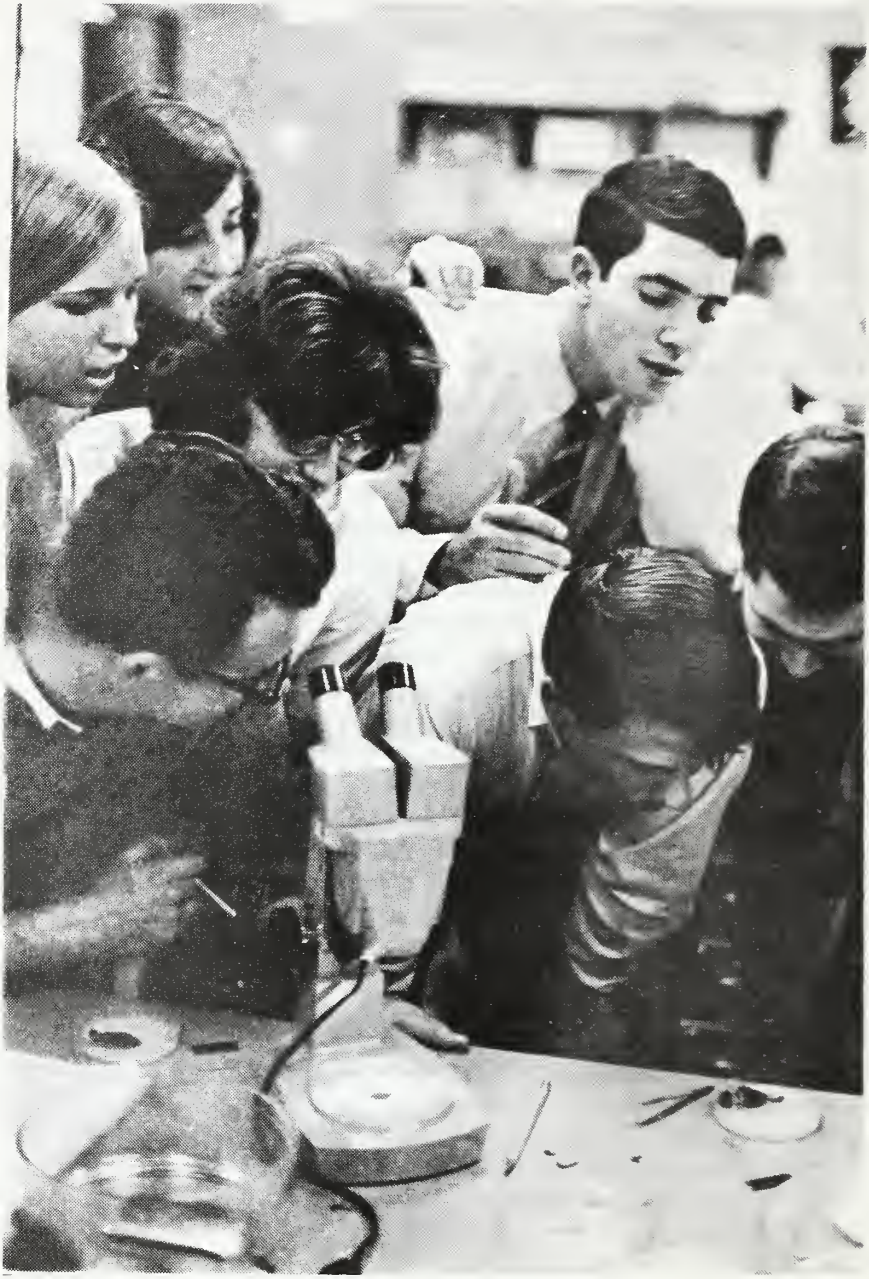
The ideal university does not base its entire priorities upon the classroom merits. It has an obligation to create an atmosphere that is extremely academic, academic in the sense that the members of the University are oriented toward developing themselves completely as the "Renaissance man" and exposing themselves to new philosophies. This obligation is by no means covered entirely in the classroom, or with the books. In an ideal situation ideas presented in the classroom spur the student to investigations that ultimately lead him to the discovery of his own identity, the determination of the future in which he desires to live.

Neither Duke or any other school, for that matter, can claim to have attained the optimum in education. Recent changes in curriculum at Duke, though, may well be one step closer toward creation of this ideal university community.

For those seeking a B.A. degree, the uniform course requirements have been halved in many areas and reduced significantly in others. The B.S. degree requirements have also been somewhat reduced. This will allow for greater variation in course selections and, thus a broader exposure. You will only have to take four full courses per semester which is a significant change from the previous 15-18 "hours," which is from five to six full courses. The student now will have greater freedom to endevour in individual pursuits, hopefully for worthwhile purposes. The Q.P.R. (quality point ratio or grade point average) has been eliminated for the sensible reason of halting the importance of a high average. It is much more important to worry about what you're learning out of a meaningful course than to take 'crip' courses and sweat only for the almighty grade. A student entering graduate school, for example, will stand on his undergraduate record not by a number, but by courses taken and the grade received in each individual course.

Students will henceforth be required to take one seminar course per year. This is a small group that meets with a professor; the atmosphere is relaxed, open, and candid. It allows for more personal relationships with the professor and fellow students and a much deeper contact with the subject matter.

What these innovations will mean to you, as a student, will be determined by you alone. A gift can be squandered as well as utilized. The purpose of these revisions is to allow you to spend more time outside the classroom to permit you to develop in the broadest possible sense. The success or failure of these new ideas will have a significant impact on the future of Duke as an institution.



Discovery in biology class

THE RECENT UNIVERSITY EXPERIENCE

It was three years ago that I, like you, was preparing to go to Duke, a University. I've since learned that "Duke," and my concept of "a University" are seldom identical. Sometimes they are; and other times they're close enough. But often the two are far apart.

That should not discourage you; many, perhaps most, people here feel much the same way, and they are by no means in despair. Plenty of them are optimistic. More people than ever are trying to turn this Duke into a real University. In fact, I think it is largely possible, to consider the past three years here in terms of the search for a definition of "University," and the effort to effect the transformation of Duke into one.

The Duke I entered in 1966 was vastly different from what it is today. I mean *vastly* different. If you were in a freshman house then (and maybe now), you screwed around at night or studied, according to your preference, and dated pretty much nobody, and at semester you would either "go fraternity" or "go independent;" and if you were in an independent house you maybe screwed around a little less (dating and studying: the same) and at semester you'd either stay put or "go fraternity." And of course you met people, though in a freshman house most of the upperclassmen you met were in connection with "going" one place or the other. There was student government and student union and the Chronicle and so forth if you wanted to be "active." There were two divisions of West Campus; facing the Chapel, on the left was US, the students, and on the right was THEM, the faculty, to be seen and feared in the mornings (though preferably not first period) except on Sunday.

This was pretty much the established order of things, though small reforms, if handled tastefully, were permitted, and ideas, serious ideas, were batted around by a small but important segment of the community. A quiet picture (maybe you'd say dead) all told. Then in November, after two months out on this placid sea, something meaningful occurred--the first such event I can recall at Duke. Symposium '66, a 3-day round of speeches and discussion centered around "Concepts of a University," shook many people's somewhat stale minds; in many ways it can be seen as a turning point in the life of the school. Here was Dave Harris of Stanford, a student body president in beard, wire-rims, and work shirt (incredible!) telling us that Universities were not centers for the pursuit of truth but centers of complicity with social evils and with war. Here was Charles Muscatine, the Berkeley English prof, telling us that our curriculum was mired in irrelevency and that grades, the guiding star of so many of our lives, were

Graduation exercises, June 1967

meaningless. And here was the old radical Paul Goodman, telling us we'd all been hopelessly mis-educated from first grade on.

Maybe some students had heard these things before; but this time lots of students *understood*. They listened, they talked about what was said, and before too long some honest-to-God agitation was afoot for changes at Duke. The first focus was the hopelessly outdated curriculum; by the end of the year student and faculty pressure led to the appointment of Dr. Robert Krueger to review and propose a complete revamping of it. The result of his effort, a program of study nearly as progressive as can be found at a major university, was accepted by the faculty in May, 1968. The class of 1973 will be the first to participate fully in it.

At any rate, the '66-'67 year saw the advent of rapid change at Duke, particularly within the student body. Political and social consciousness was on the rise in almost everyone. A small but vocal core of radical reformers had been created and was growing quickly. Both these developments were sharply accentuated over the summer of 1967 by violence in the cities and the continuing agony over Vietnam.

The fall of the '67—'68 school year was marked by two events surrounding

the use of off-campus segregated facilities for parties by living groups. The Associated Students of DU passed a resolution barring such use. Right-wing student pressure brought the measure to referendum where it was defeated. Thus one of Duke's oldest institutions, student government, was dealt a blow by its constituency from which it has yet to fully recover.

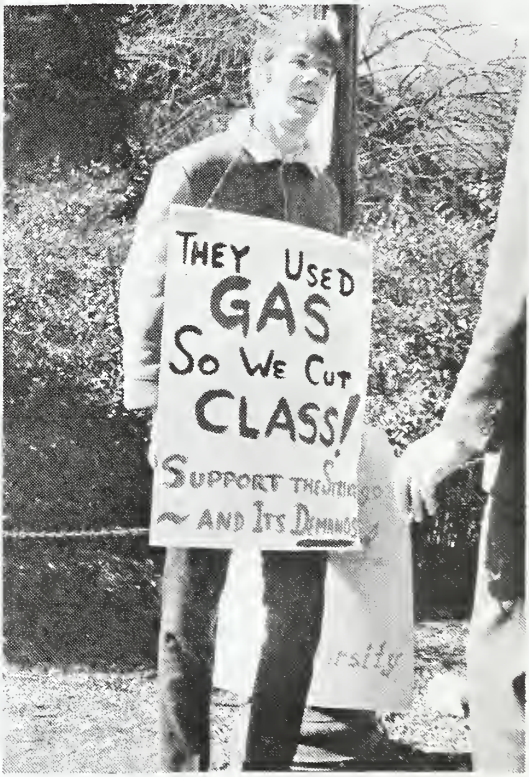
It was in the wake of the referendum that Duke's black students emerged as a powerful force on the campus. The Afro-American Society (organized after Stokely Carmichael's visit the previous spring), indignant over the students' vote, staged a sit-in outside President Douglas Knight's office, demanding that he act to end the segregated facilities use. The President acceded to the demand. The sit-in marked the first time anything approaching "militant" tactics had been used on campus. It also revealed that Duke's blacks (the first were admitted in 1963) were no longer willing to be passive recipients of the white man's education. And the sit-in was a mere taste of things to come.

On April 4, 1968, Martin Luther King was killed in Memphis. The following evening, in a drizzling rain, about 350 members of the Duke community gathered in honor of his life and ideals and marched to the home of President Knight. Most of them moved inside the home (with Knight's welcome) for discussions of Duke's policies toward its largely—black non-academic employees. The discussion quickly turned into a sit-in, with the demonstrators seeking higher wages, bargaining rights, etc., for these employees. Two days later the group moved to the main quadrangle, where in the course of four days in the open it swelled to a size of 1500. At the end of the six days, negotiations with the administration had yielded an immediate pay raise and limited bargaining powers. This, in barest outline, was the Duke Vigil.

Much has been said and written about the Vigil; you'll hear it mentioned here a good deal. On balance, and from the perspective that time offers, I think the Vigil's greatest importance was that it placed Duke in the mainstream of college activism--that is, it established once and for all the *possibility* that agitation can both occur and, in some cases, actually produce change. It did not, despite its rhetoric, effect a "revolution" either in the University or in many participant's lives: the school was moved, but not far; and a large number of those who took part were stirred only temporarily--their action was only a sort of ritual cleansing of their social conscience. Still, some students did become more active; the radicals were provided an infusion of numbers and spirit; and overall the climate was made more receptive to direct action reform tactics.

The year just past, 1968—69, was perhaps the most eventful and certainly the most controversial in Duke's history. The first semester, though relatively

quiet so far as direct action was concerned, was marked by increasing tension between black and liberal-to-radical students and some junior faculty on one hand, and a somewhat apprehensive senior faculty, administration, and Board of Trustees on the other. The conflict gradually focused on provisions, or lack of same, made for black students at Duke—and in particular on a proposed program of Afro-American studies. On February 13, some 40 to 50 black students seized the first floor of the administration building, and in so doing set off a chain of dramatic and violent events without parellel at a southern university. On the afternoon of the 13th, Durham and state police routed some 2000 students (most of them spectators) from the quad with tear gas and clubs—despite the fact that the blacks had left the building prior to their arrival. Enraged students called a partially successful 3-day boycott in protest of the police action and the administration's role in permitting it. On the 15th an apparent agreement was reached between black students and administration calling for a black studies



West Campus, February 1969

program and a black dormitory, among other things.

However, the blacks soon became disenchanted with the school's performance with regard to the study program. In March, 38 of Duke's 91 blacks announced they were leaving Duke to found their own school—and the University faced crisis anew. A week later the blacks rescinded the announcement, having decided to stay. The major casualty of all this action: President Knight, who resigned March 29.

It can safely be said that the events of this past semester have created a great deal of uncertainty and anxiety over the school's future. A dedicated group of left-wing black and white activists is here to stay—and is likely to continue or increase the pressure for their conception of the University. On the other hand, those in power—senior faculty, administration, Trustees—are determined to resist pressure for what they see as overly rapid change or quick solutions. Those in the middle—moderate students and faculty—may hold the balance; time will tell.

So this is what you enter into. The processes of growth, progress, reaction, the struggle for power, all seemingly happening at once—they are important and deserve your attention. To ignore them would be to ignore what has shaped and is shaping your environment here. And that environment is, I am convinced, much different from that I entered 3 years ago. No longer are the options in a freshman house merely to screw around or to study something that doesn't interest you. Your curriculum should be better, more stimulating, in case you do study; and much, much more is available to see, hear, or participate in in case you don't. Your choices may no longer be between "going" fraternity or independent—the housing system will be one of the major controversies of your first year. Most significant, interactions with people are apt to be more serious, intellectual, and meaningful than they were then—although only if you want them to be.

But the environment is still not, to me, a "University." I want to see a place where ideas nourished with knowledge take hold in people and affect them—and where these people affect one another in a positive spirit. A place not so much a preparatory ground for "later life" (i.e., a career) but just one where people seek to understand a bit of life, be it later or earlier, their own or someone else's, individual or collective, physical or spiritual. Duke is not that sort of place yet; it may never be. Yet I am not without hope. Welcome.

Ken Vickery, '70

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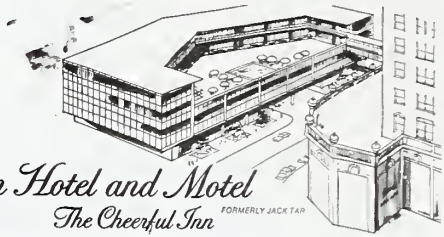

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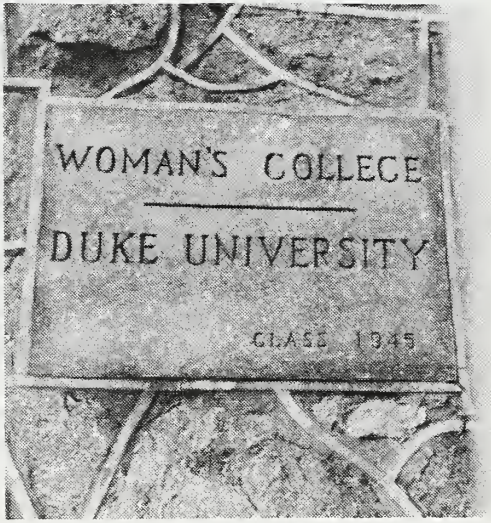
West Campus


WOMAN'S COLLEGE
DUKE UNIVERSITY
CLASS 1945

COLLEGES

ADMINISTRATION

Barnes Woodhall	Chancellor *Pro Tem*
Marcus E. Hobbs	Provost
Charles B. Huestis	Vice President for Business and Fianance
Harold W. Lewis	Vice Provost and Dean of Faculty
Frederick C. Joerg	Assistant Provost for Academic Administration
James L. Price	Vice Provost and Dean of Undergraduate Education
William J. Griffith	Dean of Student Affairs and Assistant Provost

TRINITY COLLEGE

Hugh M. Hall, Jr.	Dean of Trinity College and Assitant Provost
Peter F. Carbone, Jr.	Assistant Dean of Trinity College
Gerald Lee Wilson	Assistant Dean of Trinity College
Alan W. Jenks	Dean of Freshmen
Richard L. Cox	Dean of Undergraduate Men

WOMAN'S COLLEGE

Juanita M. Kreps	Dean of Woman's College and Assistant Dean Provost
Jane Philpott	Dean of Undergraduate Instruction, the Woman's College
Virginia S. Bryan	Assistant Dean of Undergraduate Instruction, The Woman's College
Annie Leigh Broughton	Assistant Dean of Undergraduate Instruction, The Woman's College
Mary Grace Wilson	Dean of Undergraduate Women, The Woman's College

SCHOOL OF ENGINEERING

George N. Pearsall	Acting Dean of the School of Engineering
Edward K. Kraybill	Associate Dean of Undergraduate Study, School of Engineering, School of Nursing
Myrtle Irene Brown	Dean of School of Nursing
Ella E. Shore	Dean of Student Affairs, School of Nursing

THE COORDINATE COLLEGE PHILOSOPHY AT DUKE

Duke University today operates as a system of coordinate colleges. The plan is in effect at other top universities in the country, but Duke's arrangement is somewhat more complicated in procedure. Included in the undergraduate program are Trinity College, Woman's College, School of Engineering and School of Nursing.

Ideally, the coordinate arrangement provides small college atmosphere with the advantages and prestige of a major university. The present residential arrangement facilitates a simultaneous separation and accessibility of location. The majority of Trinity and Engineering students reside on West Campus. Students of the Woman's College live mostly on East Campus, with some girls in the Graduate Center. The girls in the School of Nursing live in Hanes House.

The coordinate system allows for autonomous growth and development of the individual schools. Trinity and the Woman's College share the same faculty, and in most cases they have classes together. Students in Nursing and Engineering are also programmed into the liberal arts courses required of them. Each school retains its own deans and advisors.

The trend for the future at Duke seems to be toward further consolidation. The sorority-fraternity systems, as well as most other social activities and organizations, involve students of all four schools. Student activity on and off-campus in recent years has brought closer unity and cooperation among students of the separate colleges. The YWCA and YMCA operate with joint cabinets and committees. Formation of Associated Students of Duke University (ASDU), a governing body for the entire undergraduate community, has been accompanied by the gradual phase-out of the separate governments for men and women. In wake of the recent inception of coed dorms at other colleges, Duke has received several proposals for future co-residential living here.

WEST CAMPUS

Trinity College

Trinity College is responsible for the academic affairs of undergraduate men in the arts and sciences and for the residential program on campus for all undergraduate men including those in the School of Engineering. These responsibilities in relation to freshmen in the Class of '73 are exercised, on behalf of the College, primarily by the Dean of Freshmen. Through his office, the College coordinates the efforts of the College staff, faculty advisers, student housemasters and faculty fellows to provide effective academic counseling for students in Trinity College and to encourage an environment for all men in the dormitories which is supportive of the intellectual and moral purposes of the Duke community. As a new member of the community, you may be assured of the best wishes of the faculty and staff associated with Trinity College and of their desire to assist you in your own efforts to achieve a successful career at Duke.

Hugh M. Hall
Dean of Trinity College

Each of you faces what can be one of the most exciting and demanding experiences of your life. At the University you will be challenged in a thousand ways to alter and deepen your understanding of the world and of yourself. Many previous values and patterns of life will be called into question, and at the same time new values, new ideas, new patterns will crowd for acceptance.

In this new sea of experience into which you have launched you will need common sense, intelligence, faith, and a sense of humor. You will also need the

help of a great many people whom you will come to know at Duke—housemasters and residents, faculty advisers, Y-men, and deans.

It is my job to coordinate the work of many of these people, and to be available to you myself for counseling or any other assistance. I hope that you will come to know me as a friend as you encounter the excitement and challenge of your life at the University. I look forward to knowing you and appreciating your own unique contributions to our community.

Alan W. Jenks
Dean of Freshmen

School of Engineering

It is my pleasure to introduce you to the School of Engineering at Duke University. Whether or not you decide to major in engineering, we hope that your relationship with our school will be a pleasant and fruitful one. For those of you who do decide to major in engineering, your decision to do so in an engineering school which is part of a university with a strong liberal arts

tradition marks you as a potential leader in a technological society. As an engineer, you will be in a unique position to create new and improved devices, structures, machines and processes by utilizing the very latest scientific, mathematical and technical information available. As a graduate of Duke University, you should have the perspective to assess the moral, aesthetic and sociological implications of your professional actions.

My colleagues and I take pleasure in welcoming our new engineering students to Duke, and we look forward to a rewarding association with you.

George W. Pearsall
Acting Dean of the
School of Engineering

Living Opportunities For Men

Like most things at Duke, the present living opportunities for men are undergoing a period of reevaluation and improvement. The choices for men have changed in the past few years from a rather well defined choice between fraternity and independent affiliations to a selection that is now quite baffling to the concerned student. The basic question remains that of the past, selective living groups versus nonselective living groups, but the answer is now one of many sides.

The choice for freshmen is between the all-freshman house, or a cross-sectional independent house comprised also of upperclassmen. By the time you receive *The University Experience* you will have most likely already have made your choice and submitted it to the Director of Student Housing. A description of your home to be would be helpful, nonetheless.

The majority of your class will be living in those unforgettable bastions—the all-freshmen houses. These houses are located in the Kilgo Quadrangle (check your handy map found in this handbook) and are much like our alumni found them when they were first inhabited 45 years ago. They seem to be last on the list of renovations currently being undertaken by the Fifth Decade program. Of course, the facilities are not yet archaic, but they are a far cry from the air conditioned, carpeted splendor of the new dorms and renovated independent houses. For some, life in an all freshman house becomes quite trying, as there are few people to turn to for advice other than more freshmen, who are all as lost as the next. A system of supervision by upperclass housemasters, one to every thirty freshmen, and the Y-Man program alleviate some of the problems, but the house remains a rather independently directed unit. The all-freshman house does have the advantage of a community wherein one is surrounded by others like

him, and is able to tackle the problems of the male freshman along with his peers—like a school of fish in a stormy sea.

On the other hand is the opportunity of living in a cross-sectional independent house. This refers to a house comprised of students from all four undergraduate classes, organized under the independent living system to be described later. This choice does have attributes other than the aforementioned physical luxuries. The presence of the "experienced" upperclassmen within the dormitory community proves to be a rewarding source of advice, criticism, transportation, and friendship. Independent houses usually exercise a more expanded social program than the all-freshman house—to most a welcome asset. The combination of several levels of academic achievement provides an often stimulating environment within which to function.

Upon completion of the first semester, the freshman must decide his mode of living for the ensuing years. Compared to the relatively simple choice he faced in regards to freshman residence, the decision becomes one of long lasting importance. The choice boils down to a decision among the fraternity system,

the independent system, an unaffiliated residence, or off-campus living. At present the entire question of the Duke residential system is under review by a Blue Ribbon Committee headed by Dr. Stroebel. The winds have it that the outcome will be a gradual fade-out of the long established fraternity and selective living organizations on campus in favor of completely arbitrary, nonselective living organized by the administration. At this time the administration's decision has not been officially decreed, but next year will be the year of decision. Needless to say, this topic is one of the most hotly disputed topics of student concern.

Fraternities draw almost 50% of the freshman class each year, and are thus the most populated living system on campus. The 21 fraternities are organized as a unit under the direction of the Interfraternity Council (IFC), but are as varied a group as any on campus. The frats vary from the gung-ho species that your father might remember to those in existence purely as a social club. The administration forbids fraternities to establish off-campus houses, so they are confined to section of dormitories of the same vintage as all-freshmen houses. A major concern of the frats today is the value of ties with national fraternal organizations. Some houses exist as local fraternities, some in open defiance of their national policies, and others choose to operate in complete accordance with the national organization of their particular Greek letter society. Formal rush begins with the second semester, but freshmen have the opportunity to become familiar with the meaning of fraternity life throughout the fall. The importance of this familiarization cannot be overemphasized, as each year many students blindly accept the fraternity life without seriously considering the alternatives.

Paralleling the fraternities are the independents, housed in the new dorms and in the recently renovated 1925 stock. These are not the same "GDI's" of our parents' college experiences, but are actually organized houses which do not care to spell their names with the Greek alphabet. All of the independent houses are organized under the Association of Independent Houses (AIH). Social programs, co-curricular activities, and *espirit de corps* are the same as those found in the fraternities, and applicants to independent houses are chosen much like applicants to the fraternity system are selected through rush programs. Some independent houses select only a proportion of their new members and randomly choose applicants to fill the remaining beds.

Presently it is next to impossible to discern between the meaning of "fraternity" and "independent" other than the way they spell their names. However, independent houses do offer some hope for those who do not care to become involved in the hassle of being selected by a social group, but would rather just find a place to live and study in relative comfort. If one is unaffiliated with a social group he may try to get into one of the few completely

nonselective houses that do exist. If this does not work, the Office of Student Housing will find him a room someplace, whether it be in the basement of Page Auditorium, the bell tower of the Chapel, or in a tent on the main quad.

Fraternities and independent houses are selective living groups, that is the existing members of the group select who will join the group each year. The basis for this selection is questionable, as it is often centered around the applicant's social prowess. Indeed, the question of selectivity in living groups is the major concern of Dr. Stroebel's Residential Life Committee. Is it more beneficial for a student to live within a select group which tends toward homogeneity, or within a randomly selected group which exposes him to a more economically and socially diverse community? The answer is not a simple one, and is one the freshmen should begin to consider now, as it will be one of the most important questions he must face during his first year at Duke.

The only real solution for those who do not wish to be bothered by association with a social group is to live off-campus. Previously, this move has required the approval of the Dean of Men, but the current shortage of dormitory accommodations has made the request for off-campus living a very welcome one. It is possible, though not easy, to find either a low rent house or apartment in the vicinity of the University which will cost as much or less than the price of board on campus. The advantages of private accommodations and self-regulation make this choice very tempting to many students, as evidenced by the 450 men

who made the move this year. In most cases living off-campus requires transportation of some wort, but this does not bother many students, as almost 40 percent of the student body operate their own motor vehicles.

This then, is an outline of the dilemma. You have five months to research the opportunities and decide among:

the national fraternity
the local fraternity
the selective independent house
the partially selective independent house
the independent-independent dorm (for unaffiliates)
a basement or attic
off-campus living

One must first decide whether or not he wishes to be socially selected to live within a homogenous group or if he prefers to remain truly independent. If he decides to apply to a selective group he has a broad spectrum to choose from. If not, there is the possibility of off campus life. The Duke Residential System needs help. The decisions and criticisms of the class of '72 will have a great deal to do with the fate of the floundering establishments presently in use.

Scott Sorensen, ed.

West Judicial System

At this date the new west campus judicial system has not yet been finalized, being still under review by the chancellor. In general, however, the judicial system will follow the recommendations made by Dr. Richard Watson's judicial affairs committee in a report presented this past spring. The report called for a University board to handle cases concerning the entire university community, such as violations of the pickets and protest policy, community boards for each of the colleges to handle cases from disciplinary probation up to expulsion, and the formation of individual house boards to try cases for more minor offenses.

The membership of the university board is not known as yet, but the community boards will probably consist of six students, three deans, and three faculty members, or six students, six faculty members, and three deans. In either instance both the chairman and the vice-chairman will be students. The chairman may appoint a hearing committee from this group if he so desires. The members of the house judicial boards on west will be selected by the president of the living group.

Cases can be brought to the university board only by the chancellor of the university or by his authorized assistant. The community boards will also handle only those cases brought to it by an appointed official. House board cases may be brought to trial by the written complaint of any member.

West Campus Community Council

The West Campus Community Council (WCCC) is a relatively new member of the alphabet menagerie of committees, having been formed just two years ago upon the initiative of then Dean of Trinity College James Price. Composed of deans, faculty, and students, the council was originally intended as a body in which the views of all three major interest groups could be heard in the formation and recommendation of policy for West Campus. Hopefully such group discussions would be able to put an end to the polarization of student and administration views and help create a much needed sense of community.

By the end of the year the WCCC had created driving privileges for second semester freshmen, and established the House G "living-learning experiment." The council's second year opened with the changing of those driving regulations from experiment to policy, and the drafting of a proposal on overcrowding. Surprisingly, the WCCC did not succumb to the proposal-making syndrome but got deeply involved in the sticky problem of women's visitation hours and behavior in the men's dorms. The initial proposal of the now-defunct Men's Student Government Association was felt by the majority of the council to be too extreme in its request for complete house autonomy in the formation and enforcement of social regulations for the individual house members. After some two months of sub-committee reports and some frank discussion, general guidelines for the safeguarding of the academic atmosphere of the community and for the protection of the roommates' privileges were evolved and approved by the provost of the university. With this basis the WCCC began to review and approve individual house regulations and judicial procedures and soon encountered the controversial subject of twenty-four hour visitation. Such rules were passed by the majority of the committee, but with strong opposition by the members of the administration, an opposition which led to the polarization of the committee on the issue of parietals. The student felt the deans were being obstructionist, the deans felt the students were losing sight of the larger aims of the university. Further, it was felt by several members of the council that the house regulations were not being passed in accordance with the aims of the original guidelines, but by self-interested bloc voting. The chairman of the WCCC declared it a "charade" in his final report of the year.

The four months of arguing damaged the council's credibility severely, both with the larger community and within its own membership. There is some doubt at the beginning of this academic year as to whether the WCCC will continue as a functioning, policy-making council, or will become no more than a legitimizing rubber stamp.

"ALL THAT GLISTENS . . . "

So you walk down the quad, "Singing a song, bye, bye..." and you gaze at the buildings that will swallow you. And then its a four year wait for those who are normal or maybe more for those a little irregular, and you come out again ready to fit into the rest of the "world", looking and acting just the same.

But it can be different. If you stop the gazing, stop the singing, and stop the bowing. Realize what it is. It's not a place to be chewed up. It's a place to first shake your mind and then it's a place to start smoothing it out again. The shaking does not take long. The smoothing may take years. It took Newton, Marx, Plato, and Ghandi a lifetime, but maybe then they never did. But these men are realized not because of their clothes or hair. They made their minds. They were shaken, by lies, by deceptions. They did not end up in the river.

So frosh, don't play the game. When we yell, "Hit the books, frosh," please don't yell back. Know that you can be better. Know that you are not going to let yourselves be eaten as a "young minds" and passed on as an ADULT. Don't yell, because if you do, you are already being "seasoned to taste." Don't go with the buildings, go with the gardens. Stop and realize. Please, because it will all look the same if you don't.

Yeah, you'll probably look through this book and tell yourself it's all a myth, a legend. And if you real this, you'll say, "?" But wait a year and read it again. By then it could be too late. If you stayed out, then you'll be onto me. If you're sitting in transistors, maybe you'll be able to read this, but you won't understand. It will be too late.

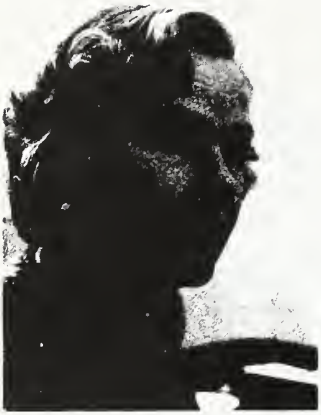
Frosh, I mean this. Keep yours, yours. Keep theirs, theirs. Know who you are. 'Cause if everybody were the same, what good would you be? I ask again, try to save those who are already on the way down. When we yell, and we will, laugh, and then stay out. When it happens, you'll know.

Fred Rubin
York '72

Juanita M. Kreps, Dean of The Woman's College and Assistant Provost, holds the M.A. and Ph.D. degrees from Duke University. She joined the Duke faculty in 1955, when her husband, Clifton H. Kreps, Jr., was named Wachovia Professor of Banking at the University of North Carolina in Chapel Hill. In addition to serving as Professor of Economics and Director of Undergraduate Studies in her department, she has written several books in the fields of labor, manpower, and the economics of aging, and has co-authored a leading text in introductory economics. The Kreps have three teen-age children.

At this critical stage of your intellectual development, consider what you bring to Duke University: yours is the contribution of ideas, question, enthusiasm. The University responds with reason and a breadth of knowledge that streches the mind. In the arena of learning there is great excitement. Welcome!

Sincerely,
Juanita M. Kreps
Dean of the Woman's College



Assistant Dean of Undergraduate Instruction, received her A.B. and M.A. degrees from Bryn Mawr College. Since February, 1966, she has been adviser to freshmen in their academic programs and has worked with members of the Freshman Advisory Council. Mrs. Broughton and her husband, T. Robert S. Broughton, live in Chapel Hill, where he is Professor of Classics at the University of North Carolina.

As we welcome you to Duke University we open the doors to a larger world. Opportunities for testing your skills and interests are present as never before in classroom, independent study and in the varied activities, cultural, social and civic of the University and of the larger community. The freedom to choose is yours; remember that the choices you make, the priorities you set and the responsibilities you assume will determine your life's pattern. Many friends among students, faculty and counselors are here to help, when called upon, and to enjoy with you the rich experience of the next four years.

Sincerely,
Annie Leigh Broughton
Assistant Dean of Instruction

Life In A Woman's College Dorm

As there are no exclusively freshman dorms in the Woman's College, as a freshman you will become a member of a cross-sectional house with its often long standing traditions and customs. Dorm spirit, rather than class spirit, is the major cohesive factor at Duke. Generally women remain for four years in the dorms in which they were placed as freshmen.

Besides being thoroughly (or not so thoroughly) indoctrinated into the traditions of the houses during Freshmen Week, Freshmen begin to learn the ins and outs of the strange and wonderful things that make Duke dorm life, uh, "interesting." A major hurdle is learning to tell where you are in the dorm instantaneously when you hear your named called "all over" for a telephone call. Next problem is to learn which phones on the halls are "inside lines," and which are for outgoing calls only. The utmost test of cool is to live, say, on second south, and sucessfully receive a station-to-station long distance call on the first north phone. Sometimes its hectic. Freshmen learn the code used in the book in which the receptionist records all calls and callers, and become reconciled to the fact that the receptionist, better known as the desk girl, cannot remember what every caller looks and sounds like.

Each dorm has a resident house counselor-generally a single woman graduate student, though sometimes an older woman who has come back to school. A result of the trend to have more married house counselors is that in the past two years more and more dorms have found that they have "a man in the house." Freshmen probably have more official contact with the house counselors than any other class as their overnight leaves must be signed by the counselor. Most often the counselor is noticed as a willing and supportive friend, giving opinions and suggestions in the midst of dorm problems and in planning dorm programs, and, when asked, giving advice about personal difficulties.

Dorms are governed by officers elected in the Spring. The officers and the house counselor from the house council, to which a freshman representative is elected shortly after school opens. Dorm units themselves are able to set some of their own social rules. The hours for dorm palor opening and closing to men guests is set by house vote. Opening is generally 9 a.m. or 10 a.m. and closing varies with the numerical strength of those who like to study in the parlor in their nightclothes. Generally houses close to men at 11 p.m. on weeknights, 2 a.m. on weekends, and 12 p.m. on Sunday.

Also at the discretion of the houses is the frequency and duration of "open-opens," the times when men are allowed in women's rooms. Frequency runs from everyday to once a month; durations range from three hours to almost all day. Taken into consideration in setting these hours is the inconvenience

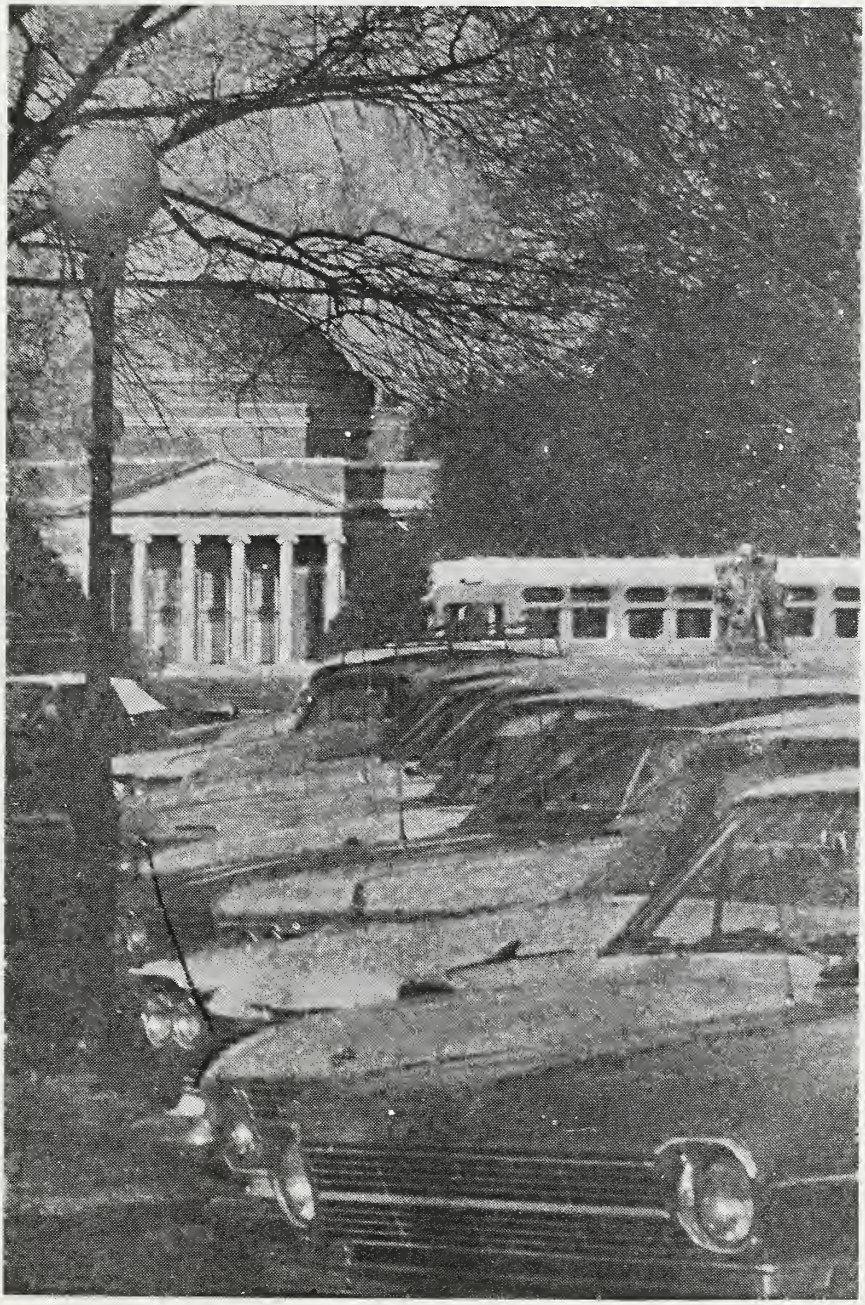
caused by having men on the halls at all times of the day when there are only two gang bathrooms on each hall.

One dorm officer is often called "culture chairman," or some such name which places her in charge of cultural or educational events for the dorm. She arranges discussions, films, and programs. Each house has a faculty associate, and a chaplain related particularly to it. Dorm living is made much more valuable when the house actively creates for itself informal learning situations by using the available resources. Participations in the dorm programs add to the non-classroom intellectual experience that the philosophy of the residential college system (that is what we live under at Duke) says students of the Woman's College are to have.

For Duke women, the residential options have been very small—a dorm or a Living-Learning corridor. This past spring the first break in the strick on-campus living policy came. During the '69—'70 school year almost 30 senior women will live off campus. For those people who find dorm life unbearable, there is beginning to be an option.

At mid-term and in the spring, freshman have the opportunity to apply to live on one of the Living-Learning Corridors. The corridor program began in the early 1960's as space shortage required moving a few girls into the Faculty Apartments building, which at that time held only faculty. The language corridors came first—French, Spanish, and later German. Now the program is greatly expanded and expanding. Corridors exist in several dorms besides Faculty Apartments, which is not entirely students except for the advisors to the corridors. Topics around which corridors are organized now include Science, Mass Media, Contemporary Arts (all kinds, all in Epworth Inn), Society in the '70's, The University, and Africa. Harambee Corridor has no set topic. Most corridors have a faculty advisor and meet weekly or bi-weekly. Sometimes the corridor programs are organized into a course so that academic credit may be obtained for the work done. Corridors provide an excellent way to study an area or topic in depth in an informal setting.

Dorm life can be a big part of the overall University Experience. Sometimes learning to live with a roommate and a hall of new people, representing all classes at Duke and both Greek and Independents, can be a trying experience when added to the academic pressure of Freshman year. Dorms are not known for their quietness nor for the intellectual content of all the conversations that go on within them. Duke dorms have subtle, but definite, personalities which you will discover in your own house and the others when you come. The Freshmen in a dorm can contribute to and change the character of the dorm by the nature of their participation in dorm activities. Realizing that dorm life—and adjusting to it—are part of your education can greatly increase the value of your living experience at Duke.



Sororities

Ten national sororities and one local have established chapters on the University campus. The nationals are Alpha Chi Omega, Alpha Delta Pi, Alpha Phi, Delta Delta Delta, Delta Gamma, Kappa Alpha Theta, Kappa Kappa Gamma, Phi Mu, Pi Beta Phi, and Zeta Tau Alpha; the local, Kappa Phi Lambda. Sorority members live in cross sectional dormatories with the independents, and are bound by regulations preventing undue concentration of any one sorority in any dormitory or on any hall.

The Panhellenic Association composed of all sorority women is the sororities' governing body. Traditionally Panhel supports a Foster-Parent-Plan child; awards a $400 scholarship to a Woman's College student on the basis of scholarship and leadership; supports various community projects; and donates a considerable portion of its budget to charity. Panhel directs sorority rush which is held at the beginning of second semester. It cooperates with the Inter-Fraternity Council in such functions as the IFC Dance and Greek-Week.

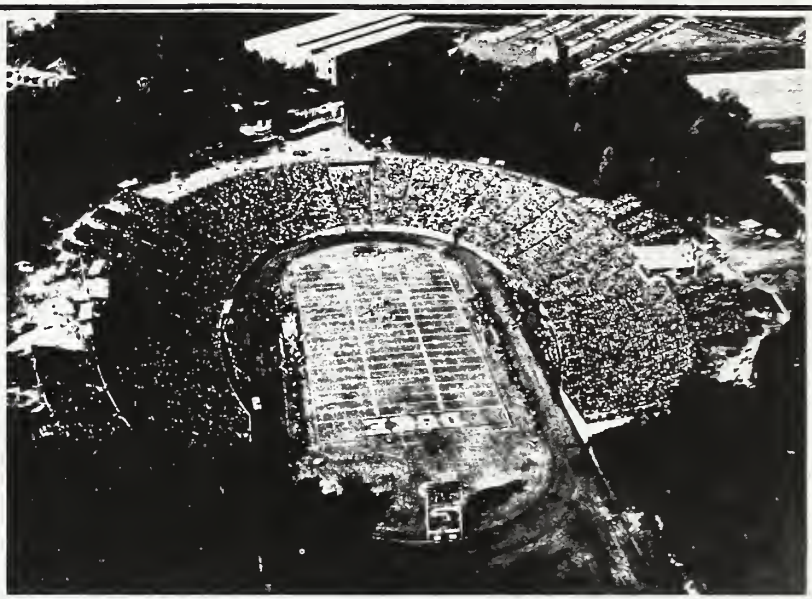
As a student in the Woman's College, you will automatically be a member of the Association of Women's Residences, the purpose of which is "to deal with matters concerning the residential situation of the Woman's College so that the aims of community life and of the educational role of the University may be acheived." Obviously, the implications of such a statement are almost infinite, and the amount of responsibility involved is tremendous. Such responsibility can be met only by a willing effort from the entire community. The interest of the executive body of the Association, the Women's Residence Council, lies in seeing that channels are always open to new ideas and insights and that problems of common concern receive proper attention. The coming year should be a particularly challenging one, since the area of student government has seen a vast amount of restructuring during the past year. New organizations and old ones with revised frameworks or new functions—all will need your support and interest in order to perform at maximum capability and to achieve desired results.

Mary Lee Wilson
Chairman: Association of
Women's Residences

East Campus Judicial System and Governance

No university is a static institution; the essence of any university is a dynamic learning process involving many interacting and ever changing individuals. At Duke the judicial system has been amended and altered throughout its existence, and within the last year major revisions have been made. The system that has evolved for the current year will include residential judicial councils, an undergraduate community board, and a university board. The exact powers and structures of these boards are being determined this summer. Students will serve on all three boards, with interviews for these positions to be ehld early in fall semester.

Over the last several years the Woman's College has moved towards more student participation in the affairs of the college. Students are represented on virtually every major committee, from the search committee for the new dean of the Woman's College, to the users committee which is formulating the plans for the new women's dormitories. This fall is the first year the Community Council of the Woman's College (CCWC) has been effected. It is hoped that the council, composed of faculty, students, deans, and house counselors, will render a spirit of community governance to the college and facilitate communications amont the different groups. The council will discuss issues related to the woman student's life at Duke. Members of the university community are invited to come and participate in the meetings of the council. Legislation of the council must be approved by the dean of the college, Mrs. Juanita Kreps. House presidents make up the Woman's Residence Council, which serves as a sounding board for suggestions and problems concerning residences. The council provides an opportunity for exchanging programs and ideas among dormitories, as well as a direct channel for proposals and recommendations to CCWC. The Woman's College allows much flexibility in the individual houses; each house decides upon its own programs, living learning groups, and some social regulations. The house council, usually about ten to fifteen women, work with the house counselor to plan house activities. Monthly house meetings keep the house members informed on house activities.



1967-68 SPORTS PROGRAM—DUKE UNIVERSITY

FALL	SPRING	WINTER
FOOTBALL	BASEBALL	BASKETBALL
SOCCER	TRACK	WRESTLING
CROSS COUNTRY	LACROSSE	SWIMMING
	TENNIS	FENCING
	GOLF	

DUKE UNIVERSITY FOOTBALL SCHEDULE
1969 SEASON

Date	*Opponent*	*Place*
Sept. 20	South Carolina	Columbia
Sept. 27	Virginia	Charlottesville
Oct. 4	Pitt	Durham
Oct. 11	Wake Forest	Winston-Salem
Oct. 18	Maryland	College Park
Oct. 25	N.C. State	Raleigh
Nov. 1	Georgia Tech	Atlanta
Nov. 8	Clemson	Durham
Nov. 15	VPI	Oyster Bowl, Norfolk, Va.
Nov. 22	North Carolina (Homecoming)	Durham

DUKE ATHLETIC OFFICE

Duke Station, Durham, N. C.

PARTICIPATION

A MESSAGE FROM THE PRESIDENT OF THE YMCA

A year ago the editor of this handbook decided to change its name from *The Duke Gentleman* to the present one of *The University Experience*. Why he did so should become obvious to you once you get here—what matters is not whether you arrive, become, or leave a gentleman, but what happens during those four years, more or less, to make you a different human being from the one that entered Duke in the fall of 1969. You probably realize this, the terrible significance of "the next few years of your life," and that as much as anything else makes September 16 seem somewhat frightening.

As well it should, for Duke University has an awesome, yet subtle and silent ability to make students into bodies-in-residence. Hopefully, it is an unconscious ability, perhaps typical of all social institutions, and yet there is a great disenchantment in realizing its presence in a university. A university, you recall, is meant to be a site of higher learning and self-expression. Our particular university likes to speak of "Eruditio et Religio," others may dwell on "Veritas" or the like. But all have the innate ability to be the Great Castrator as well as the Great Educator.

It is that castration which you must fight—the university may be beyond your control, but its effects are not. It is much easier, of course, to just relax for four years and let the university pull you along. In the process you can become so dull you don't even notice when your individual self is gone. And the university perpetuates your coma by giving you a degree anyway. But those degrees can be real symbols of a remarkable four years, and it would seem that the only way to make those years significant to your self is to refuse to let this place lull you into unconsciousness. There are enought forms, procedures, lines, boring classes, and committee meetings to anesthetize nearly anyone. But as Pete Hobbes says in another article in this book, "every student must make his peace with the institution," and unless you prefer a comatose state, somewhere in the negotiations you are going to bump up against this university. That bump will

either hurt enought to put you under entirely, or grate enough to sensitize you to take advantage of what lurks about in this Gothic-Georgian sprawl. And that is an incredible chance to find freedom. It may be spiritual or intellectual freedom, or come with a beard, a picket sign, a strang roommate, a day in the Gardens, or a drizzly November night. The university won't give it to you—at times it seems you must steal it—but it is there to be had, and it can pull you out of bed in the morning and make you forget about the six hours of classes you have that day. It can make each university experience one to savor.

The Duke YMCA can be a unique part of the individual university experience, for it perhaps comes closer to an organization committed to personal awakening through group action than any other student organization at Duke. According to its stated purpose, the Y seeks to

> *draw together into responsible membership students of diverse experiences and faiths, that their lives may be open to new understanding and deeper relationships, that together they may join in the struggle for peace and justice, freedom and dignity for all people.*

Joan Baez and friend at Y draft conference

What is most important to me about that purpose is that it is equally applicable to both the organization know as the Y and the individual people who are active in that group. If taken as a true commitment, the purpose can allow a great deal of freedom for individual participation at Duke. For the Y as an organization, the purpose has led to a concentration of effort in four major areas: community concerns, national-international affairs, university services, and freshman concerns. In all of these areas the YMCA works closely with the YWCA, in several operating under a joint budget.

The YM-YWCA Community Concerns committee is the focus for the great majority of programs in the Durham community. For many years the Y has sponsored a tutoring program in the integrated community of Edgemont in Durham, and has recently involved students in a similar program in cooperation with the poor-white organization ACT. Y members also work with mentally retarded children in the hospitals at Butner and Murdoch. The community action sub-committee has been involved in housing surveys, voter registration, and the past year's selective buying campaign of the Black Solidarity Committee, which received the endorsement of the YM-YWCA's joint cabinets. A recently formed sub-committee on research and analysis will be exploring some of the problems of the community which will be discussed in a conference on Durham to be held this fall.

The National-International Affairs committee seeks to involve Y members in political and social issues of the times. A conference on the American Indian is planned for the coming year, as well as a continuing series of seminars and films on such issues as the draft, the ABM controversy, and Latin America. Cooperation with international students at Duke will hopefully lead to a better understanding of world problems. It is also through this committee that the YM-YWCA serves as the Peace Corps liaison group at Duke.

Y members are involved in serving the campus through the programs of the University Services committee, which provides both chapel tour guides and ushers for the Sunday services and sponsors the Day's Day weekend, the oldest functioning student program at Duke. Members of this committee will also be doing some research into the intricacies of the University's organization.

Finally, the Y responds to its purpose by working in the area of freshman concerns. The most familiar program here is that of the Y-Freshman Advisory Committee, a group of some 150 upperclassmen who become both advisor and friend to the incoming freshman and aid him in adjusting to a distinctly new environment. The Freshman Concerns committee also works closely with the publication of this handbook and that of the daily newsletters of freshman week. Also under the auspices of this committee is the Freshman Y-Council, which works with the senior cabinets in planning projects and discussing matters of interest and importance.

By virtue of all this programming and involvement, the Y is the largest student organization of voluntary membership at Duke. And yet it is also a community of diverse individuals. I believe the highest compliment ever paid the YM-YWCA came from one of the Trinity College deans, who described it as "the only organization I know of that can combine both passion and intellect." It is also, I feel, a very accurate description. Like the rest of Duke University, the YM-YWCA can be a memorable and rewarding experience in the attempt to find freedom.

Keith Kennedy

A MESSAGE FROM THE PRESIDENT OF THE YWCA

Welcome to Duke and Durham—a single community and, at the same time, a combination of several diverse communities—full of great and not-so-great potentials to be realized in many different ways by many different people. Although most of us are aware of the university as a preparation for the "real world," we must often make deliberate efforts to remain constantly aware of the university as an experience in itself. In the most existentialist sense we are called to make the most of where we are while we are here, to resist the temptation to withdraw from the "real world" during our university education, and, perhaps most importantly, we are called to take our part in the shaping or creating of the world, on many levels. In the words of a familiar advertisement, "If you're not part of the solution, you're part of the problem."

The university experience should and must insure at least that our attitudes are not formed out of complacency, but out of an active and personal struggle, based on the challenges that the university and society present. This is not to say that the university is responsible for determining the attitudes of its students,

but rather that the university is responsible for insuring an atmosphere in which this struggle can take place, independent of the institution while still drawing on its resources. As a college student, you must *will* to be an independent, natural human being. You must learn to investigate and analyze for yourself, if you want to gain the self-mastery which will enable you to commit yourself openly and conscientiously. If Charles Silberman is on the right track when he says "What's wrong [with university education] has much less to do with technique or substance than with the mindlessness of the whole enterprise," then one of our primary concerns must be to develop and maintain the *intentionality* of our university experience. As we realize that the content and the context of our university experience depends on our own will and efforts, we must join individually and collectively in the struggle to *create* that experience.

The need for intentionality and self-determination in the university experience must not, however, be met at the expense of other needs and other facets of this experience. There is also much personal and emotional growth during this time when associations and friendships are made with many diverse people in various situations, and this growth process creates personal needs which must also be met. We must learn to utilize fully all the resources of the university, both human and material: the basic mastery of facts and concepts can become useful tools in many ways, and the possibilities for interpersonal relationships can contribute to the development of a sensitivity and sustaining curiousity which make the quest for knowledge and understanding essential. As students we must become alive to the importance of learning and the importance of finding personally meaningful responses to the problems and challenges of society.

This has not been much of a welcome, but perhaps more of a sketchy outline of some of the things I think a university experience can be when we come into it with our eyes open, and our minds open, and our hearts open. There is a rich world of possibilities and experiences available to each of us, and I do welcome you to share with us in the exploration of these potentials at Duke and in Durham. Elsewhere in this book you can find the structure and activities of the Y—one of many groups and organizations involved in this explorations. Come, learn and move with us, as we reaffirm our purpose: "to join in the struggle for peace and justice, freedom and dignity for all people."

Peggy O'Reilly

FRESHMAN Y—COUNCIL

The Freshman Y-Council, a group of up to 75 freshmen selected by interview, lacks specific structure each year until the new members formalize their plans. The council generally seeks 1) to plan programs which respond to the particular needs and desires of freshmen, 2) to build a community spirit within the council thru projects planned and carried out and small group discussion, and 3) to familiarize the members with the workings of the Senior Y Cabinets.

Freshmen Y co-coordinators, Betty Walrond and Harv Linder, hope the council will dividie itself into groups of about ten people organized around issues, projects, or whatever, Each of the small groups will have an upperclassman serving as advisor. Plans are that the entire council will meet two or three times early in the year, then only rarely as the small groups begin to function. Participation in the Freshman Y Council can be a tremendous learning and growing experience—a solid point in the hectic freshman year. Watch during the first week of classes for notices of interview times.

Freshman Y-Council 's Fund to Feed Biafra

BLACKS

To be Black
is to be misunderstood
grossly
painfully
repeatedly.
To be Black
is to be repressed
stymied
caged
socially incarcerated
and striving
struggling
fighting
to free oneself from bars not only for
Hatred and Prejudice
but of misunderstanding.

Being Black at Duke is being Black in America today. Duke is not a very special case; it is a college campus, like so many others, faced with a decision. Duke must decide whether it is going to be a progressive institution where Black People are concerned—joining the struggle of Black students to make their educations relevant to their socio-economic backgrounds—or whether it will rest on the Southern White tradition of higher learning. *They* must decide. But *we* as Black people cannot sit and await their decision. We must move forward, for we have already waited, and we know that it will yet be a long time before the white man understands what we have felt in our very souls for so long.

Black students at Duke are not sitting back waiting. We are moving forward, and we invite you as freshmen to join us. This year's Black freshmen will know what it is to be important. You will discover that you are not only an asset to the university in that you will broaden and enrich what has been termed "the university experience," but that *you* will be one of the most important assets that the Black students already at Duke will have. Your class will double the number of Black students at Duke. I'm sure you will see why you are important and that you will want to take an active part in Black Life at Duke. Let me tell you a little bit about what it is like.

The 90-100 Black students at Duke, counting graduate students and undergraduates, make up only a little more than one percent of the total student body, but we are far from unnoticed. We strive to make our presence felt, culturally as well as academically. This year our lives reached a turning point.

Events at Duke have been mounting for three years. Soon after the founding of the Duke University chapter of the Afro-American Society in 1966, the University Administration was first officially approached by Black students making known their aspirations and their sentiments regarding the racist practices evident within the University community. Since that time there have been requests, marches, committees, meetings, the Vigil, more meetings, confrontations, and more committees, but very little progress. After two and one half years of utter frustration, matters came to an abrupt head. After fall semester 1968, 15% of the Black populous "punched out." Among these were

Dick Gregory speaking during Black Week

more-than-capable Black students who had sacrificed much of their time and energy in preparing for Black Week, trying to make it an experience which

would inform and educate those who have no conception of Black people and our culture, no conception of what is meant by "the Black experience."

To our disappointment we found that the majority of those whom we had intended to educate wanted not to be educated, but entertained. We found ourselves frustrated. Also during the week we presented a list of demands to Dr. Knight. As the week drew to a close we still had no results. Again we found ourselves frustrated. No one would stop long enough to listen to us; we were just another group who wanted to change something. We began to search for a way to make someone listen, to make someone stop and take notice. On Thursday, February 13, 1969, everything stopped; the people began to ask themselves what it was that was so important to us that we were willing to risk everything to draw attention to our problem. We occupied Allen Building, but that was not the ending; in a way it was a beginning. There was serious discussion at last, definite plans and proposals were made. But after events had cooled, it was a different story; promises were broken, hopes went sour, and there was a snag in the all-important question of student participation in the setting up of the proposed Black Studies Program. The Administration refused to compromise, tempers flared, the Black students threatened to withdraw.

Ultimately, Blacks lost all confidence in whatever goodwill the Administration professed to have, but rather than withdraw and leave the problem still unsolved for future Black students, we decided to remain and, with the help of Black people from the Durham Community, students at North Carolina College, and the Foundation for Community Development, set up our own Black studies program at our own school, the Malcolm X Liberation University. During the latter half of Spring semester it operated on a part-time basis with classes in The Psychology of Racism, Black History, Black Politics, and special seminars in Speech Dynamics and Black Music. Beginning in Fall Semester 1969, Malcolm X Liberation University will open full time with a broadly expanded curriculum. At the same time that we are working to better our situation at Duke, academically, socially, and culturally, we intend to work and make the Malcolm X Liberation University grow, and hope that you will too will take part.

The most striking characteristic about Black people to outsiders is that amazing quality of togetherness which we feel among our people; and this is particularly evident among Black students at Duke. So we help ourselves and we help each other. And things do get better, even though it all-too-often calls for a struggle and sometimes, a crisis. There have been some tangible results; there will be a few new Black courses offered next fall, and there is the Summer Program, and hopefully Black freshmen and the others of us will utilize every asset we have in our quest to regain that manhood which was stolen from us.

"We shall have our manhood. We shall have it or the earth will be leveled by our attempts to gain it."

Soul on Ice

Perhaps the picture I have presented you of Black life at Duke is not a very rosey one, but perhaps it is best for you to know what to expect so that you will be prepared for whatever might happen. College, even for those who are not Black, can be a very traumatic experience if one is not prepared to face the realities of the world. Each of you will experience whatever there is to be experienced at Duke, the good and the bad. Each of you will have individual reactions. Many have gone before you and made it, and I am quite confident that you will too.

Harv Linder, '72

EDITORS' NOTE ON ORGANIZATIONS

Previous issues of the handbook for Freshman have devoted a considerable amount of space to the description of major extracurricular activities and organizations available to students. This year this function of *The University Experience* has been eliminated by the publication of *Student Organizations Handbook* by the Student Activities Office. This booklet is a detailed guide to every student organization present in the Duke community. Included in the booklet is the pertinent information on governmental organizations, living groups and fraternal organizations, Duke publications, religous life, service organizations, campus clubs, campus honoraries, departmental organizations and honoraries, and Student-Faculty-Administration Committees. As this booklet will be available to all students in the fall, *The University Experience* will not repeat the information contained therein, but will provide only a general introduction to the role of extracurricular activities at Duke.

THE UNIVERSITY UNION

The fall of 1969 will mark the beginning of a new organization on the Duke Campus. The Duke University Union, broadening of the old Southern Union with its emphasis on undergraduate students, invites the participation of all members of the University Community. The new Duke University Union Board, composed of representatives of students, faculty, administration, alumni, and employees, will be the governing and policy-making body of the Union. The policy of the Union will be implemented by the Executive Council composed of the executive offiers of the Union—the President and the five Vice-Presidents in the areas of leadership, finance, facilities, public relations, and programming.

The Student Union had as its purpose to "stimulate, promote, and develop the social, recreational, cultural, educational, and spiritual activities of the students of Duke University." The new Duke University Union will carry this purpose to the entire Duke Community.

Programming in all areas of interest and concern is a major thrust of the Duke University Union. The responsibility for coordinating, scheduling, financing, and maintaining a proper balance of programs for the entire community resides in the Programming Council. Chairmen of individual committees make up the Programming Council. The selection and implementation of events is carried out by these eight major programming committees which are: DRAMA, CINEMATIC ARTS, EDUCATIVE INVOLVEMENT, GRAPHIC ARTS, MAJOR ATTRACTIONS, MAJOR

SPEAKERS, PERFORMING ARTS, and SPECIAL PROJECTS. Membership on the various committees is open to interested members of the community.

Little understood features of the Duke University Union are the services and efforts in addition to the formal event presentation.

Senator Mark Hatfield in Page

The Union supports the semester calendar, music listening and periodical lounge, games room, secretarial and duplicating facilities. Acquisition of graphic art selections, sponsorship of art and handcraft sales, film making as well as budgetary assistance, and co-sponsorship of the programs of other organizations are ways of serving the community.

The Union sponsors a broad spectrum of activities for the campus. This year's presentations will feature traveling Broadway shows including: "Cabaret," "Your Own Thing," "Hamlet," "The Price," "Rosencrantz and Guildenstern are Dead," and "I Do! I Do!." The 5th Dimension, Dionne Warwick, and David Frey will lead off a pop series. The New York Pro-Musica presentation of "The Play of Herod" in the Duke Chapel, "Nutcracker Ballet," and a repeat of Duke Folk Festival will also be included for your enjoyment.

A weekly series of 16 mm. films, many with discussion following; an arts

exhibition program for both campuses with related gallery talks, lectures, and workshops. and a number of speakers and special presentations related to issues of the time are additional facets of the Union program.

Union events are sponsored by co-educational committees. These committees through their membership attempt to insure representative input from the campus, as they select and implement the various programs. They provide an opportunity for individuals to influence their environment, and to express their concerns while working with others of diverse points of view and interests. When the committees are successful in attracting members from all segments of the campus and in building effective groups, they are important factors in the development of an enjoyable and rewarding out-of-class life on the campus.

The newly established Union Board will attempt to build closer relationships between the various campus constituencies and to focus facilities, services, programs, and personnel toward the creation of a greater feeling of community.

THE ASSOCIATED STUDENTS OF DUKE UNIVERSITY

The structure of the Associated Students of Duke University (A.S.D.U.) was greatly revised this year in accordance with the new role that was envisioned for it. In the past, A.S.D.U. functioned primarily as a legislative organization with the main emphasis on a 40 member Legislature which created, debated and passed or rejected bills affecting many different aspects of University life. Unfortunately, A.S.D.U. was quite unsuccessful in this legislative role largely because of the unwieldiness of the Legislature and because the system of apportionment hindered effective communication between A.S.D.U. and the students. In its new role, A.S.D.U. is seen as a channel between the students and the administration—a focus and voice for student opinion and ideas. The key word is communication and the emphasis is on a 12 member Executive Cabinet which serves as a link between the different factions of the University and is responsible for originating legislation in response to situations that arise in any of them. The Legislature is now composed of all the living group presidents

PUBLICATIONS

Student publications at Duke afford a unique opportunity to gain an educational perspective not offered in the classroom. Through work on the *Chronicle*, and, to a lesser extent on the *Chanticleer*, the student can learn at first hand the inner workings of his university—an exciting area of increasing controversy and conflict. The yearbook and the *Archive* provide a media of expression for those with a more artisic bent. But most important of all, perhaps, are the friendships and acquaintances with truly interesting people that one can develop while working on a publication. The representatives of the linear media extend a hearty invitation to you, the new freshman, to come up, look around, and join one of their staffs. Many positions are open to freshmen, and if interested, you will be given the opportunity to participate in the rewarding work of student literary and journalistic efforts.

Archive

As the South's oldest collegiate magazine, the *Archive* is still the prime medium for the exposition of creative endeavor. The advent of a new year will see the continued encouragement of the literary arts with quarterly issues emphasizing not only creative writing, but also fine art, critical essay, and photography as well. Quality is always the objective, and the freshmen are to be encouraged by the strong tradition of excellent work by past freshmen classes; the Freshmen Writing Contest offers cash prizes to the winners in the fields of fiction, essay, and poetry. Special workshops will be held, and the Spring Literary Arts Festival will give campus writers an opportunity to meet a nationally known writer and discuss their works with him.

Chanticleer

The *Chanticleer* is the yearbook of Duke University. This year's book will attempt to revise and refine the format of the 1968 and 1969 *Chanticleers*, which departed substantially from past Duke books. The change was made to place more emphasis on creativity and to develop a unique format, increasing interest in the publication for both reader and staff. It included a regrouping of the traditional class pictures according to living groups and abandonment of formal organization pictures and writeups in favor of a more fluid and dynamic coverage. The emphasis on perceptive writing, imaginative photography, and creative layout did much to increase staff enthusiasm.

Freshmen are encouraged to investigate the opportunities available for responsible work in the areas of writing, photography, layout, business, and the general office work often preparatory to higher positions. Experience is not a requisite for *Chanticleer* work; an interested person can learn enough in several weeks to make a valuable contribution to the staff.

The Duke Chronicle

Over 6000 copies of the *Duke Chronicle* role off the presses five days each week of the academic year. The *Chronicle*, the chief medium of communication between students, faculty, and administrators, has been a powerful student voice and an important exponent for change during its 64 year history.

Last year, the *Chronicle's* concentration on an increased student and faculty voice the governing of the university led to the formation, at the end of the year, of a high-priority committee on university governance. The *Chronicle's* unveiling of a number of young faculty members who were leaving or being forced to leave Duke eventually resulted in the growth of a number of student departmental unions, which hope to gain an input into curriculum and policy changes. An editorial campaign and a letter from the editor of the *Chronicle* to the Chairman of the Academic Council led that influential deliberating body to open its meetings to all members of the university community. Also, during the February take-over of the crisis was so complete that reporters from the *Washington Post* and the *New York Times* worked out of the *Chronicle* offices and the national wire services used the *Chronicle's* hastily set-up news bureau for most of their information.

Two years ago, the *Chronicle's* coverage of labor injustices at Duke helped create a sense of awareness that led to the Silent Vigil, which *Newsweek* called "the most impressive domestic demonstration and the most peaceful" of the year. The *Chronicle's* coverage of the Vigil was the chief source of information for the Board of Trustees in formulating its conciliatory response to the student protest.

Sometimes criticized for selective news coverage, the *Chronicle* this year hopes to give more adequate coverage to all campus events. Thorough and balanced writing will be stressed, and the sports, features, and entertainment departments will be upgraded. A special supplements staff will publish weekly, 4-page in-depth looks at various aspects of university life, including politics, the arts, literature, and religion.

The *Chronicle* traditionally relies greatly on freshmen reporters, who will get a chance to come into close contact with administration and Faculty. In fact, the newspaper offers students one of the best opportunities to know and participate in what is going on at Duke. A beat system divides the University

into a number of areas for news coverage. Each beat is covered by two or three reporters who work closely with the managing desk. There are also general reporters and writers on features, entertainment, and sports staffs.

The *Chronicle* editorializes freely and often provocatively to examine issues that groups with vested interests would like to keep quiet. If often articulates demands which are at first attacked, but which eventually develop the foundation for a University consensus. But the main job of the *Chronicle* is to give the University an accurate picture of itself. Freshmen are welcome, and need no experience, to join the staff. Offices are on the 3rd floor of Flowers building.

RELIGIOUS LIFE

Despite the pull of its architecture, Duke University from its founding has been dedicated to the elimination of the idea of University education as a "cloistered" experience. The University's motto "Eruditio et Religio," symbolizes this community's committment to the belief in the life of the truly educated person thought and action are indivisible. The education of men of conscience in whom knowledge and behavior, truth and goodness, justice and mercy exist in an integrated human style is of primary concern to those involved

in the religious life of Duke University.

Granting that action without thought can be, and often is, foolish, we also realize that thought without action is sterile. The Biblical tradition speaks of "doing the truth," and learning to do the truth is surely a part of what it means not only to be religiously committed but also to be significantly educated.

It should not be surprising to you to find campus chaplains and student religious organizations providing forums for political discussions, channels for Community action and service, as well as opportunities for theological reflection and worship. Many Duke students have discovered through such involvement that the active life of faith provides a perspective appreciative of the past, creatively critical of the present and confident of man's capacity to shape and celebrate the future.

Through the Religious Life Department, a myriad of opportunities for involvement in worship in the University Chapel, small-group communities which meet for worship and study in the denominational centers, the Campus Crusade, Hillel, Intervarsity Christian Fellowship, University Christian Movement, and the Young Men's and Young Women's Christian Associations. More specific information about these and other religious activities on campus is provided throughout the year by the Religious Activities Department. Out of the variety of official and underground religious groupings you may seek out and find that community which best suits your particular needs and interests.

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RECREATION

SOCIAL LIFE

Although academic achievement is the primary goal of the University community, scholastics can be but one of the aspects involved in complete college development. Since Duke tries to graduate a socially integrated student with a balance between intellectual integrity and social poise social life is a vital part of one's college experience. Parties, dances, and open houses will provide an opportunity for you to take a break and meet your female counterparts from East Campus, the Graduate Center, and Hanes House. Most freshman houses plan socials to supplement the three major festive weekends. As an upperclassman, your living group, whether it is a fraternity or a cross-sectional house, will be your fundamental organization for social life, and each one has its own unique program or recreation and social events.

One of the items that you have probably wondered about concerns the social life at Duke. Your social life, although not discussed in the college catalogs, can be a very important contributor to the health of your over-all education at Duke, and it will not take you long to discover that after a hard week of study you will welcome a chance to unwind. There are a lot of myths that have been perpetrated regarding the social life of the freshman at Duke, and I would like to destroy the biggest one now. For years, Y-men and sundry upperclassmen have been telling the freshman boys that once the upperclass boys return to school (like about four days after you come) no freshman girl will ever look at them again. Upperclassmen also like to throw around statistics to let you know how tough it is to get a date—if they tell you that the male-to-female ratio is 100-1 or 4-1 tell them to go jump in a lake; it is only 3-2. The people that get most violent over this myth are the freshman girls themselves; many of them would *rather* date freshman. However, every year the freshman boys get "psyched out" by the upperclassmen and simply resign themselves to a monkish year of "booking." Maybe you guys next year will wise up—you can have an awful lot of fun here if you do. Few of you will have access to a car, but it really won't matter because there is so much to do right on campus—concerts, plays, movies, dances, parties and sports events occur at frequent intervals. Most of your freshman houses will take an active part in scheduling social events, but it will be up to you to take advantage of them.

—John Howell

TOWN AND GOWN

Duke University's West Campus is situated approximately 1.5 miles west of the city of Durham, and East Campus is on the western edge of town. Duke students utilize the five local movie theatres and several restaurants near East Campus, though none of the latter offers much in the way of good quality food. Fortunately, Chapel Hill, ten miles to the south and the home of the University of North Carolina, has several good eating places plus several more movie theatres and a discotheque. Raleigh, the home of North Carolina State, is approximately twenty-five miles away and it offers more in the way of entertainment. Durham presents little in the way of cultural events, such as drama and art, so that students must depend on the various campus cultural activities.

The YM-YWCA has sponsored tutoring and other social work in cooperation with the Edgemont Community Center, located in a low income area of Durham, and ACT, a white community development organization. Students work with underprivileged black and white children, on an individual and group basis. Other students work in voter registration drives and other non-partisan political activities.

Duke students and the Durham community have clashed frequently in the past year. Attempts by radical students to aid in union organizing and civil rights work has angered the large reactionary segment of the local populace. Strained relations between black students and the Durham police were brought to a head during the campus violence in February, and later on during several marches into Durham by white Duke students and black students from Durham's North Carolina College in support of Duke's Afro-American Society. Following one night rally at Five Points, Durham's main intersection, several store windows were broken. Consequently, a two-night curfew was imposed by City Council, during which over one hundred people, all students and local blacks, were arrested for violation. Just prior to Spring Break, the Durham Ku Klux Klan made threats against the lives of one Duke professor and militant black leader Howard Fuller. Lately the situation has cooled, and the threats appear to have been idle ones, but the split between "town and gown" is always evident.

—Ken Jarin

NORTH CAROLINA

Billed by the travel promoters as "Variety Vacationland," and spoken of as "the goodliest land under the cope of heaven" by an early explorer, North Carolina offers a multitude of recreational possibilities, all within, at most, a five hour drive of Durham. The State offers not only facilities for modern pursuits of pleasure, but also is rich in history and folk heritage.

The Western boarder of North Carolina is part of the Great Smokey Mountains National Park. Notable spots in the Park are Clingman's Dome, Newfound Cap, Mount LeConte, and Fontana Lake The Blue Ridge Parkway begins as the boarder of the Park and continues along the crest of the Blue Ridge Mountains on into Virginia. Craftsmen with a heritage of many generations live and work in obscure towns in the Southern Appalachians such as Banner Elk, Highlands, and Penland. In the winter skiing is popular around Maggie's Valley and Blowing Rock.

Miles of the constantly shifting and changing Outer Banks is preserved as the Cape Hatteras and Cape Lookout National Seashore areas on the East coast of the state. The Wright Brothers Memorial, Jockey's Ridge, Hatteras Lighthouse, and Ocracoke Island are places to see if the lonliness of the Banks is now what has drawn you east. On the southern coast of North Carolina and on into South Carolina are more conventional and popular beaches.

The Piedmont of North Carolina (Durham is in it) contains most of the state's large cities and industries. "Old Salem Village" in Winston Salem was an 18th century Moravian congragational town. The Southern Pines—Pinehurst area hosts

nearly hear round golfing. Kerr Lake is about 40 miles Northeast of Durham; Umstead State Park is halfway between Raleigh and Durham on U.S. Route 70.

North Carolina offers something to nearly every type of person, be he recluse, party-goer, mystic, or sportsman. Someone goes to nearly every part of the State every weekend, generally with a half-empty car. So ask around, try the ride board in the West Post Office. Often a little time away from Durham, yet in the area, puts the academic world back into proper perspective.

DUKE SPRING WEEKEND

Joe College, a tradition at Duke for nineteen years, gave up the ghost this year to return as "Duke Spring Weekend." Though changed in name, the weekend retains the spirit of the original. Born in the fall of 1950, Joe College was created in the form of the Yale Derby or Dartmouth's Winter Carnival. Loyal patrons and new developments have transformed Joe from a mere extension of the Shoe'n Slipper spring weekend to one of the best known and most talked about of spring weekends at any college in the nation.

Lacking a crowning touch for the social year and seeing the need for a final blowout before exams, a committee was organized to plan the 1951 Spring Follies. In 1952 the weekend received its proper christening; Joe College has

grown ever since. The addition of the now essential Joe College parade and lawn concert was made in 1952 and 1953. Growing pains hampered the early and formative years; in fact, Joe was barely two when excessive drinking at the Thursday night floatbuilding almost killed the struggling infant. But good behavior in the 1953 festivities saved the day. Joe College's next crisis came in 1960 when the administration feelings that the weekend took much time away from studies nearly ended the young adolescent's life. Happily Joe again survived and is now unsurpassed for his ability to draw big entertainment—the greatest in bands, comedians, and singers.

Joe's first great shows were ushered in during the Big Band Era. Les Brown Eliot Lawrence, the Dorsey Brothers, and Ray Anthony highlighted the early fifties' productions. Later years saw Les Elgart and Woody Herman deliver show-stopping performances. Lionel Hampton and Duke Ellington provided the talent in 1959 as the first Mr. Joe College ruled over the festivities. Count Basie, and Brothers Four and Bo Diddley helped to issue in the swingin' sixties as Joe started his second decade. Bob Hope, the Serendipity Singers, Fred Smoot, and the Mitchell-Ruff Trio rocked the campus into its first jazz concert in 1964. The Mitchell Trio, the Stan Getz Quartet, and the Beach Boys all have taken their bows in the last few years. Al "the King" Hirt, the man with the big sound, filled the Indoor Stadium for 1966's rained-out lawn concert. Performers at the first Duke Spring Weekend included Ian and Sylva and Aretha Franklin.

Spring Weekend would not be the same without a frolicking performance conjured up by *Duke's own Hoof 'n' Horn.* Productions from *Anything Goes* and *All's Fair in Love to Magnolias and Madness* and *An Evening with Sigmund Freud* have highlighted past years. The sixities saw brilliant performances of *The Boy Friend, Once Upon a Mattress, Bye Bye Birdie, CanCan, Out of This World, The Pajama Game,* and *Sweet Charity.* Last years offering, *How to Succeed in Business Without Really Trying* delighted the audiences and topped off another perfect weekend.

HOMECOMING WEEKEND

Duke's Homecoming weekend is truly remarkable; for in one night it transforms our European Gothic architecture into a carnival of displays, cookouts, posters, and spirit. Behind the scene work goes on all week, however, as the freshman, fraternity, and independent houses prepare their colorful displays, competing for the coveted prizes offered. Midnight pep rallies and bonfires, sparked by the cheerleaders and pep band, keep spirit at a peak during the week of anticipation of the big game Saturday.

Hane's field was the scene and UNC-CH was the victim in our first

Homecoming of 1923. Since then the tradition has been firmly entrenched. The females first got into the action in 1948 when the first Homecoming Queen was crowned, and they began presenting their infamous Homecoming Show. The ladies present their clever [and often risque] take-offs on the opposing coach and team; the Queen is crowned; display awards are presented; in short, enthusiasm builds to uncontrollable pitch for the game.

The Saturday afternoon contest will be followed by a hurried supper and last minute preparations for the Student-Union's big-name-attraction blanket concert in the Indoor Stadium. The group parties which follow will undoubtedly break up early so that everyone will have plenty of time Sunday to study for the three hourlies and term papers due Monday.

CAROLINA WEEKEND

No other tradition at Duke continues to bring out student interest and participation more than the rivalry between Duke and the University of North Carolina at Chapel Hill. This rivalry has existed for years, ever since the two schools have met on the field, court, diamond, or track. But perhaps football season provides the best opportunity for the two student bodies to show their spirit for their respective alma mater. Carolina Weekend has become a major date on every Duke calendar, as all kinds of festivities center around this annual gridiron clash.

The famous victory bell had its beginning in the Duke-UNCCH game of 1948 and the spirit is just as alive today with bonfires, pep rallies, and chants of "crunch uncch" building up excitement for the big game. The Student Union Major Attractions Committee always find a big name entertainment package to spark the victory celebration the night after the game. When the victories have been won, the songs have been sung, and the victory bell has been placed in its rightful spot, all settle down to the "quiet" individual parties in their fraternity, independent or freshman houses.

SPORTS AT DUKE

Message From The Pep Board

Duke University has the distinction of being one of the nation's few institutions of recognized academic excellence which regularly produces athletic teams of national repute. Although for sheer number of students Duke stands in the shadows of the nation's more renowned athletic powers, the quality performance of those talented enough to wear the blue and white puts the University on par with even the largest of these powers.

As freshmen at Duke, you will have the opportunity to be part of Duke's winning tradition. Whether actively participating or loudly cheering from the sidelines, you will come to experience a feeling of belonging, of indentification with the University that you will seldom experience elsewhere during your Freshman year. It is in the heat of athletic competition that you will feel your first twinges of allegiance to the alma mater; it is here that the many faces you see each day on the squad become focused into one picture, one body united in a single objective—VICTORY FOR OLE D.U.!

It has traditionally been the freshman class that has formed the real nucleus of student spirit. Whether by their association with the Pep Board, their bloc

cheering at the football games, their initiative in building and protecting the Carolina bonfire, or their enthusiasm in just being a part of Duke University, the freshman class has played a tremendous role in the leadership of student spirit. It is thus up to you carry on this tradition—Class of '73, the challenge is issued!

Basketball

An era oı Duke basketball that included four conference championships, three Eastern Regional Championships, two third place and one second place finish in the NCAA National Finals, and All-Americans Art Heyman, Jeff Mullins, Jack Marin, Bob Verga, and Mike Lewis, ended during the 1968-69 season with the announcement that Head Coach Vic Bubas was resigning as coach to accept a top administrative position at Duke.

It would be a gross error to predict that the Golden Age of Duke basketball has come to a close, however. Bucky Waters, who will succeed Bubas as the Devil's cage mentor, is a superb coach who compiled brilliant records as Freshman coach at Duke and later as head coach at West Virginia University. Waters will have his work cut out for him as the Atlantic Coast Conference (ACC) is perennially the toughest and most well-balanced league in the country.

Nothing is as exciting and thrilling as watching the Blue Devils perform in their own Indoor Stadium. Standing-room-only is the case at nearly every home game, and the rafters shake in the midst of thunderous cheering as the students welcome the team to the floor with the help of the straw-hatted Pep Band and Duke's glamorous and talented dancing cheerleaders. Duke teams are traditionally fast, aggressive, and exciting, as well as successful. There is as special pride in and loyalty to the basketball that is infused into freshmen the minute they come to Duke. And who knows? With talented players such as Randy Denton, Dick DeVenzio, and Rick Katherman coming back from a squad that finished second in the ACC last year, the Blue Devils could just capture the ACC title and go on to become Duke's first National Championship basketball team.

Football

Success, dedication, prestsige, honor and pride are words which could be used to describe the tradition that is Duke Football. The men who have been responsible for this tradition—Wallace Wade, Eddie Cameron, Bill Murray, and now, Tom Harp—have directed the sport in accordance with Duke's philosophy of excellence. Due to their efforts Duke has won far more than a fair share of conference titles; their fine won-lost records have also made it possible for Duke to be the only team to appear in all four major bowls—Rose, Cotton, Sugar, and Orange.

Football makes an important contribution to life at Duke. While providing a healthy outlet for student enthusiasm, it also creates a competitive situation which helps all students develop in their minds and hearts a desire to win. No one can argue that this desire to win is not a necessary quality for success in any field.

During the 1968 season, third-year coach Tom Harp guided a sophomore-dominated team that was not picked to win a single game to a 4-5-1 record. A lot of football prognosticators were surprised, but they probably will not underestimate the Big Blue again this season. With such stalwarts as Leo Hart, Dick Biddle, Wes Chesson and Ken Bombard returning, plus an outstanding freshman team moving up to the varsity, the word is out that 1969 could be "The Year of the Bowl." Come on out and support the team!

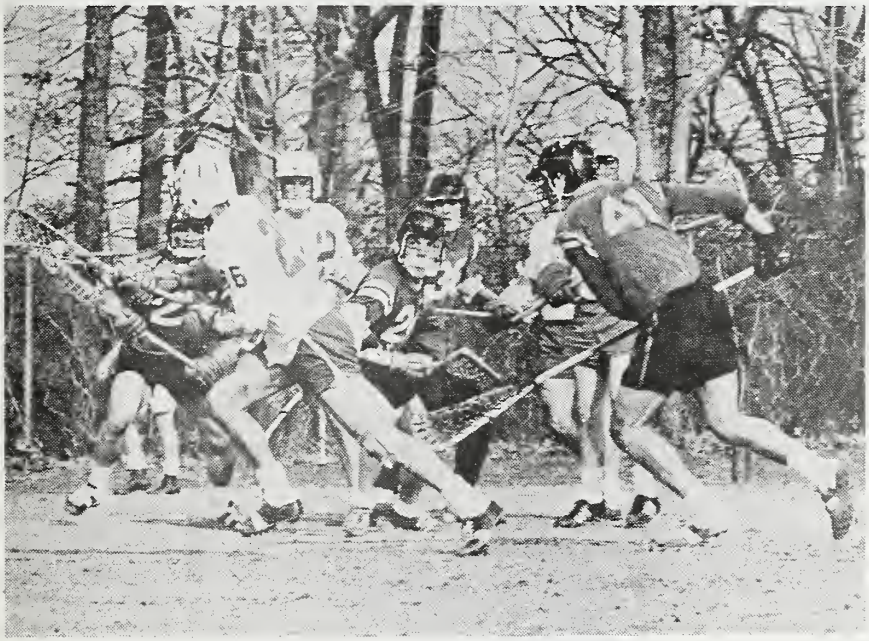
"Minor" Sports

Besides its well-publicized basketball and football programs, Duke fields teams in numerous other sports, the so-called "minor" sports. This name is really a misnomer, for, according to Duke Athletic Director Eddie Cameron, "There

are no minor sports at Duke." The same letter is awarded for proficiency in tennis, track, soccer, etc., that is given in basketball and football. While these other sports often attract less attention than the "major" ones, they provide opportunities for many students to participate in varsity sports. Although Duke gives no athletic scholarships in these "minor" sports, Blue Devil teams traditionally are hard-fighting, spirited competitors.

In the fall, soccer and cross country are offered with wrestling, swimming, and fencing being featured during the winter. Spring brings forth baseball, track, lacrosse, and tennis.

Although it is not officially sponsored by the Duke University Athletic Association, the Rugby Club is quite active in a sport that is rather unique to Americans.



Intramural Program

The primary purpose of the Intramural Program is to provide an opportunity for every student to participate in the athletic competition of his choice.

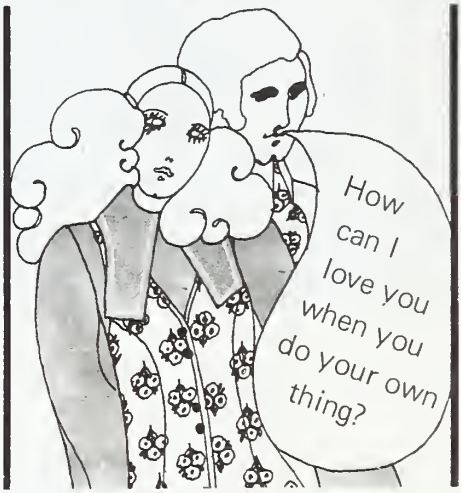
Participation, not skill, is the major factor that is emphasized in the

Intramural Program. Every student, undergraduate or graduate, organized or independent, is encouraged to participate in as many of the Intramural activities as he can. For it is only through participation that a student can receive the inherent benefits of physical exercise, skill development, social contacts, and competitive situations.

Duke offers a wide variety of Intramural activities in individual, dual and team sports. Touch football, volleyball, softball, basketball, handball, tennis, horseshoes, table tennis, badminton, swimming, bowling, wrestling, and track are some of the major activities that are offered. Other activities are offered as the students desire. This is your program, and in order to be successful it requires your participation. It has been our experience in past years that the freshman class is the most poorly represented in Intramural participation. The challenge has been issued; don't pass up the opportunity to have fun in a good healthy activity. Be sure to get a copy of the Intramural Handbook for further information on the program, activities, rules and regulations.

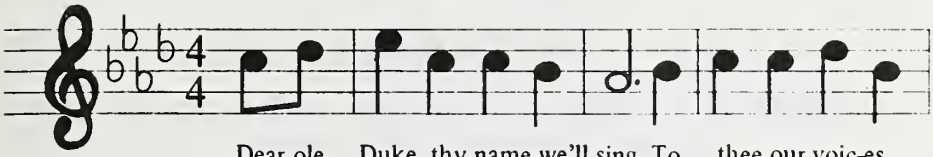
A Lady might find her own thing at the

Boutique Shop

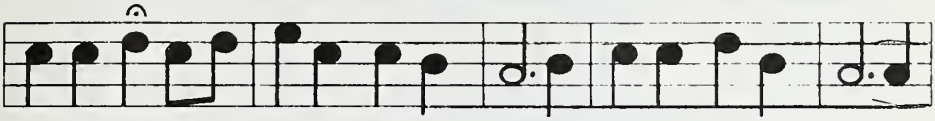


Found in the shadow of the Durham Hotel
Phone 688-1576 - 108 Corcoran St.

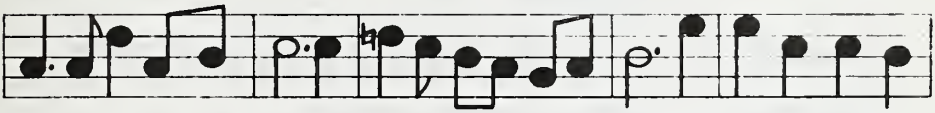
ALMA MATER



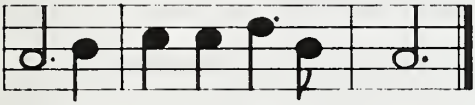
Dear ole Duke, thy name we'll sing, To thee our voic-es



raise, we'll raise. To thee our an- thems ring in ev-er last-ing praise. And



tho' on life's broad sea, Our fates may far us bear, We'll ev-er turn to



thee, Our Al-ma Ma-ter dear.

BLUE AND WHITE

Duke, we thy anthems raise
For all thy praises untold;
We'll fight for the Blue and White
Whose colors we unfold.
Firm stands her line of blue
For they are loyal through and
through,
Fighting with the spirit true
All for the love of old D. U.
(hit it!)

Fight, we'll fight
With all our strength and might,
Win, we can!
So here we give a hand:
Hey, Rah, Rah, Rah, Rah,
D-U-K-E Rah!

FIGHT! BLUE DEVILS, FIGHT!

Fight! Fight! Blue Devils,
Fight for Duke and the Blue and
White.
March on through
To the touchdowns there for you,
Go get 'em!

Duke is out to win today;
Carolina, goodnight!
So, turn on the steam, team,
Fight! Blue Devils, Fight! Fight!

UNIVERSITY CALENDAR 1969—1970

1969

September 16	Tuesday, 7:30 p.m. Orientation begins: Assemblies for all new students entering Trinity College, the Woman's College the School of Engineering, and the School of Nursing.
September 18	Thursday, Registration and matriculation of all students of Trinity College, the Woman's College, the School of Engineering and the School of Nursing, who have not pre—registered.
September 20	Saturday, Final Registration of pre-registered students.
September 21	Sunday, University convocation.
September 22	Monday, Fall semester classes begin.
November 1	Saturday, Last day for reporting six-weeks grades.
November 7,8,9	Friday—Sunday, YMCA Dad's Day Weekend.
November 22	Saturday, Homecoming, Carolina Weekend.
November 26	Wednesday, 12:30 p.m. Thanksgiving recess begins.
December 1	Monday, 8:10 a.m. Classes are resumed.
December 11	Thursday, Founders' Day.
December 20	Saturday, 12:30 p.m. Christmas recess begins.

1970

* January 5	Monday, 8:10 a.m. Classes are resumed.
January 10	Saturday, 12:30 p.m. Fall semester classes end.
January 12—13	Monday—Tuesday, Fall semester reading period.

January 14	Wednesday, Final Examinations begin.
January 23	Friday, Final Examinations end.
January 29	Thursday, Registration and matriculation of new students.
January 30	Friday, Last day for matriculation for the spring semester.
February 2	Monday, Spring semester classes begin.
March 11	Wednesday, Last day for reporting six-weeks grades.
March 21	Saturday, 12:30 p.m. Spring recess begins.
March 30	Monday, 8:10 a.m. Classes are resumed.
April 24—25	Friday, Saturday, Spring Weekend. Classes are omitted.
May 14	Thursday, 5:00 p.m. Spring semester classes end.
May 15—16	Friday—Saturday, Reading period.
May 18	Monday, Final Examinations begin.
May 27	Wednesday, Final Examinations end.
May 30	Saturday, Commencement begins.
May 31	Sunday, Commencement Sermon.
June 1	Monday, Graduating Exercises.

*Note: The period January 5—10 may be used as a reading period at the option of the instructor.

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CAMBRIDGE INN (Evening Snacks)

Arrangements may be made for private groups to be served.

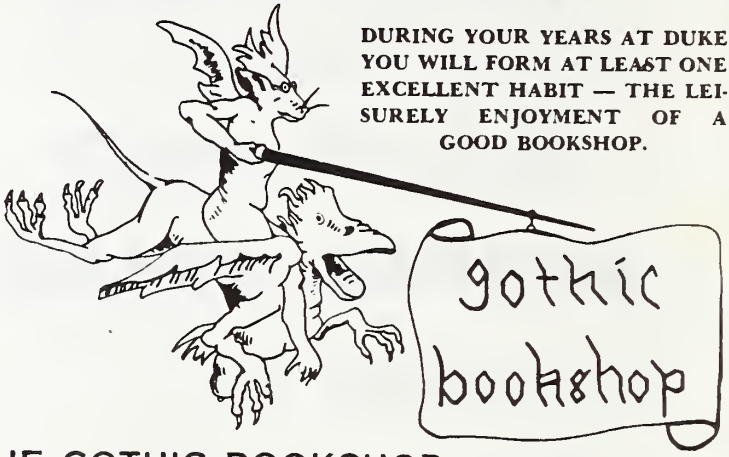
See Bill Jones, Special Functions Manager or Call Extension 3621

HOURS OF SERVICE

Dining Halls	Breakfast	Lunch	Dinner
University Room	7:15-9:15	11:30-2:00	5:00-7:00
Blue and White Room	7:30-9:30	11:30-2:00	5:00-7:00
Snack Bar-(B & W Room)	9:30-11:00		
Oak Room	CLOSED	11:30-2:00	5:00-7:00
Cambridge Inn		2:00-5:00	8:00-12:30

Watch for announcement of Sunday Hours
Meal ticket books may be issued in dining halls office and the bill sent home.

Browsers Welcome . . .



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